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ABSTRACT

This yearbook contains information on federal policy actions, state policy, important reports, statistical data on exceptional students served and personnel employed; and directory listings of key offices, officials, and organizations concerned with special education. Generally, the yearbook covers reports issued from July 1987 through June 1988. General information papers are provided on: federal legislation; judicial decisions; the executive summary of the Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, 1988; the status of handicapped children in Head Start programs; Special Education in Canada (1988); and the future of research in special education. The second section provides United States statistics on exceptional children served. Section III includes annual awards. Directory information is provided in Section IV including: United States Congress Committees related to the handicapped; Office of Special Education Programs; the Council for Exceptional Children; United States Directors of Special Education; United States Coordinators of Programs for the Gifted and Talented; and Canadian Senior Government officials in Special Education. Fifty-eight tables provide a variety of statistical data concerning children served, their handicapping conditions, the educational environments utilized, reasons for exiting the educational system, and number of anticipated services needed. (DB)

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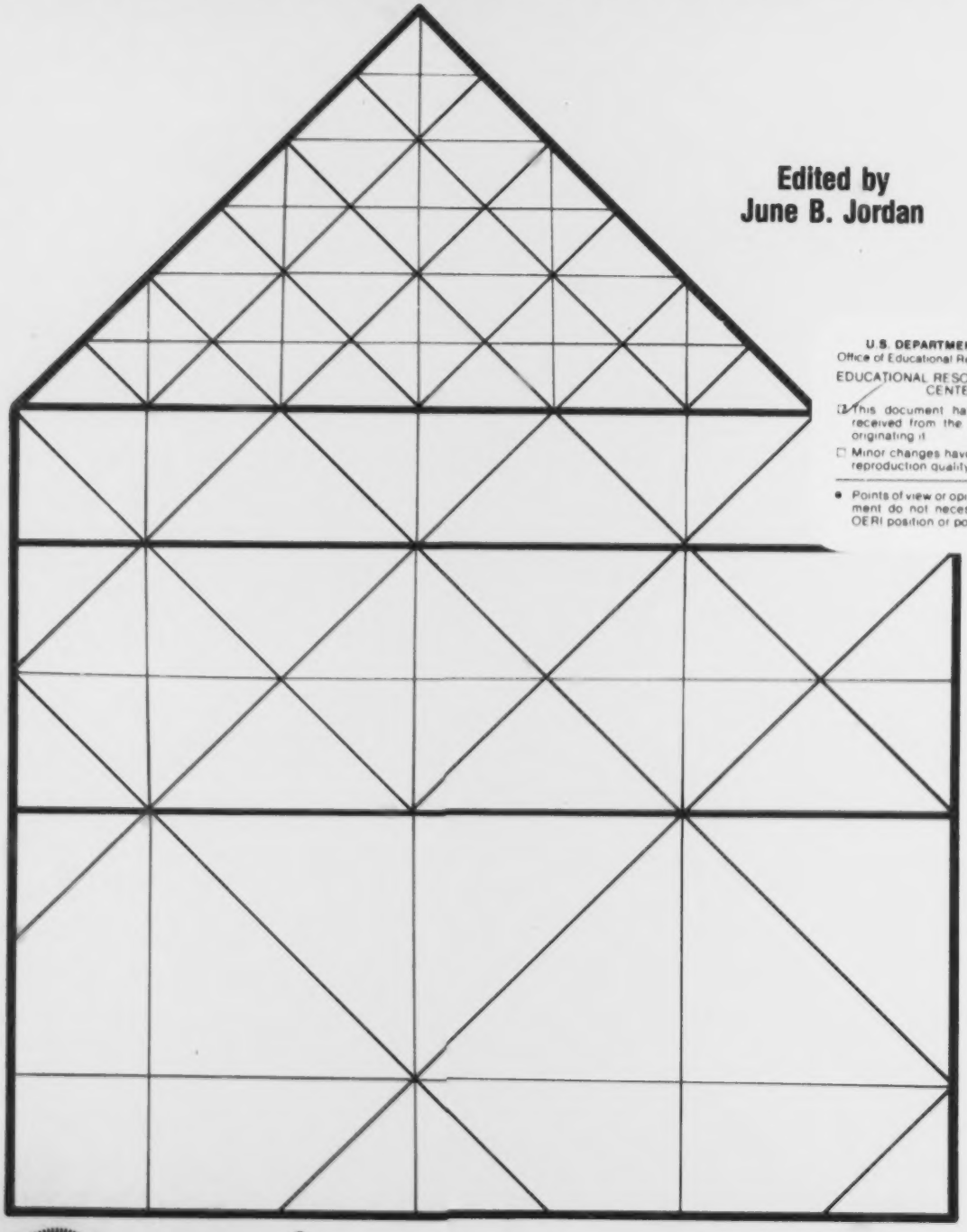

Edited by
June B. Jordan

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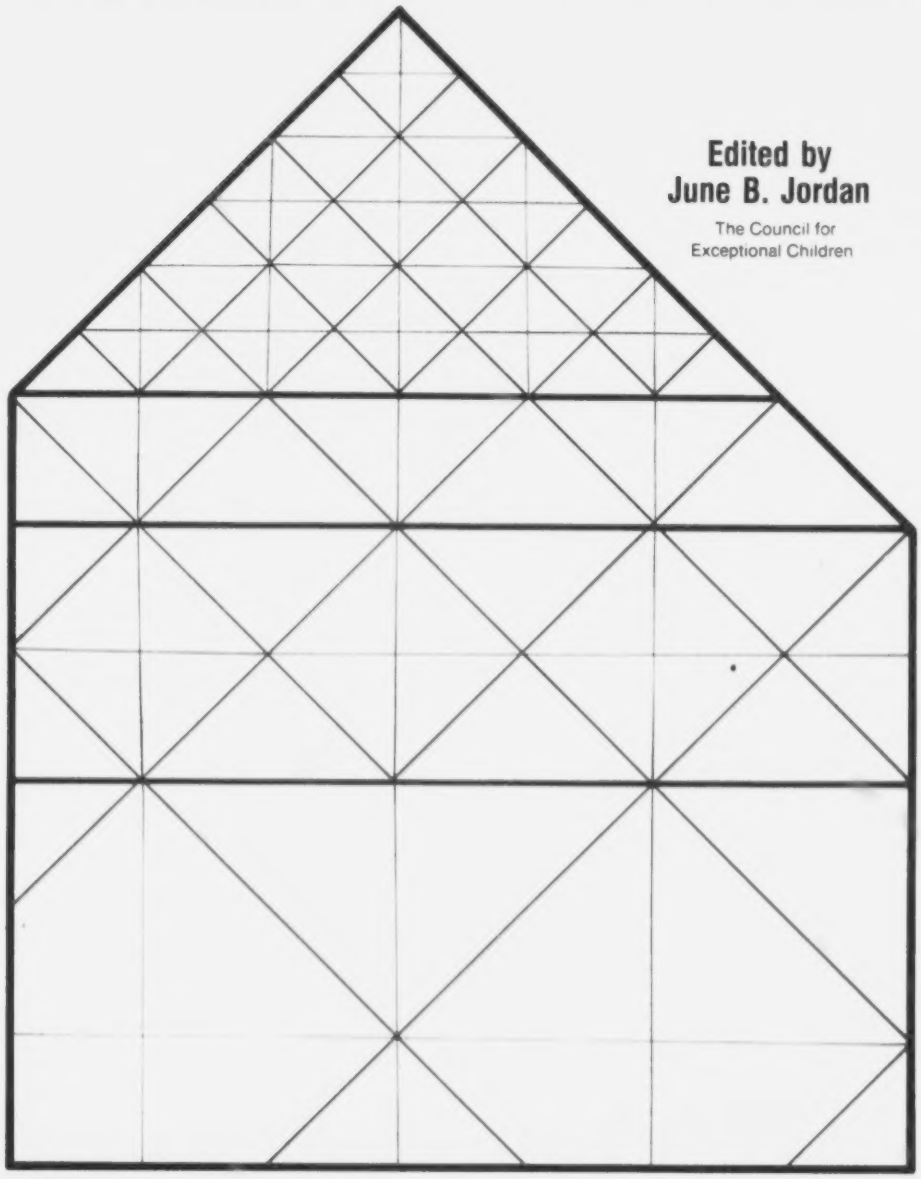

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Contents

List of Figures. v

List of Tables. vii

About This Yearbook. xiii

Section I. General Information Papers 1

Federal Legislation. 3

Judicial Decisions. 7

Executive Summary of the Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act, 1988 10

The Status of Handicapped Children in Head Start Programs 21

Special Education in Canada, 1988. 28

The Future of Research in Special Education. 30

Section II. United States Statistics on Exceptional Children Served. 41

Section III. Annual Awards. 135

Special Education Annual Awards. 137

Section IV. Directory Information. 143

United States Congress Committees Related to the Handicapped. 145

Office of Special Education Programs. 160

The Council for Exceptional Children. 164

Headquarters Staff. 164
Executive Committee. 165
Divisions. 167
The Canadian Council for Exceptional Children. 203

United States State Directors of Special Education. 205

United States Coordinators of Programs for the Gifted and Talented. 212

Canadian Senior Government Officials in Special Education. 218

List of Figures

Figure 1. Number and Percent Of Children Served Under Chapter 1 and EHA-B, School Year 1976-77 to 1986-87. 20

Figure 2. Organizational Chart -- Office of Special Education and Rehabilitative Services. 160

Figure 3. Office of Special Education Programs. 161

Figure 4. Office of Special Education Program Information. 162

List of Tables

Table 1. Number and Change in Number of Children Aged 3 to 21 Years Counted Under Chapter 1 of ECIA (SOP) and EHA-B From School Year 1976-77 to 1986-87. 14

Table 2. States Showing Increases or Decreases in Number of Children Counted Under Chapter 1 of ECIA (SOP) and EHA-B. 15

Table 3. Types of Services Anticipated to Be Needed in 1986-87 By Students 16 Years of Age and Older Exiting the Educational System During School Year 1985-86. 16

Table 4. U.S. and Insular Areas Proportion of Anticipated Services Needed for Children and Youth 16 Years and Older Leaving the Educational System by Handicapping Condition, School Year 1985-86. 17

Table 5. Number and Percent of Anticipated Services for 1986-87 for Students 16 Years of Age and Older Exiting the Educational System by Handicapping Condition During School Year 1985-86. 19

Table 6. Types of Handicapping Conditions of Children Professionally Diagnosed as Handicapped 25

Table 7. Distribution of Children by Primary or Most Disabling Handicap Who Have One or More Other Handicapping Conditions. 26

Table 8. Three Year Comparison of Special Services Provided to Handicapped Children Enrolled in Full Year Reporting Head Start Programs. 26

Table 9. Children Receiving Special Education or Related Services from Head Start Only, Other Agency Only, or Both. 27

Table 10. Funding for Fiscal Year 1987 44

Table 11. State Support Services for Gifted Programs. 57

Table 12. Local Educational Services for the Gifted. 70

Table 13. Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B By Handicapping Condition. During School Year 1986-1987. 83

Table 14. Number of Children 3-21 Years Old Served Under EHA-B By Handicapping Condition. During School Year 1986-1987. 84

Table 15. Number of Children 3-5 Years Old Served Under EHA-B By Handicapping Condition. During School Year 1986-1987. 85

Table 16. Number of Children 6-11 Years Old Served Under EHA-B By Handicapping Condition. During School Year 1986-1987. 86

Table 17. Number of Children 12-17 Years Old Served Under EHA-B By Handicapping Condition. During School Year 1986-1987. 87

Table 18. Number of Children 18-21 Years Old Served Under EHA-B By Handicapping Condition. During School Year 1986-1987. 88

Table 19. Number of Children 0-20 Years Old Served Under Chapter 1 of ECIA (SOP) By Handicapping Condition. During School Year 1986-1987. 89

Table 20. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. All Conditions. 90

Table 21. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Learning Disabled. 91

Table 22. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Speech Impaired. 92

Table 23. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Mentally Retarded. 93

Table 24. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Emotionally Disturbed. 94

Table 25. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Hard of Hearing & Deaf. 95

Table 26. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Multihandicapped. 96

Table 27. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Orthopedically Impaired. 97

Table 28. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Other Health Impaired. 98

Table 29. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Visually Handicapped. 99

Table 30. Number and Change in Number of Children Served Under Chapter 1 of ECIA (SOP) and EHA-B. Deaf-Blind. 100

Table 31. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. All Conditions. 101

Table 32. Percent of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. All Conditions. 102

Table 33. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. Learning Disabled. 103

Table 34. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. Speech Impaired. 104

Table 35. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. Mentally Retarded 105

Table 36. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. Emotionally Disturbed. . . 106

Table 37. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. Hard of Hearing & Deaf. 107

Table 38. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. Multihandicapped. 108

Table 39. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. Orthopedically Impaired. 109

Table 40. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. Other Health Impaired. 110

Table 41. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. Visually Handicapped. 111

Table 42. Number of Children 3-21 Years Old Served in Different Educational Environments During School Year 1985-1986. Deaf-Blind. 112

Table 43. Number and Change in Number of Infants and Toddlers 0-2 Years Old Receiving Early Intervention Services During School Years 1984-85 and 1985-86. 113

Table 44. Number of Special Education Teachers Employed and Needed for School Year 1985-1986 By Handicapping Condition. All Conditions; Learning Disabled; Speech Impaired; Mentally Retarded; Emotionally Disturbed; Hard of Hearing & Deaf; Multihandicapped; Orthopedically Impaired; Other Health Impaired; Visually Handicapped; Deaf-Blind. 114

Table 45. School Staff Other Than Special Education Teachers Employed and Needed to Serve Handicapped Children for School Year 1985-1986. All Staff; School Social Workers; Occupational Therapists; Recreational Therapists; Physical Therapists; Teacher Aides; Physical Education Teachers; Supervisors/Administrators; Other Non-Instructional Staff; Psychologists; Diagnostic Staff; Audiologists; Work-Study Coordinators; Vocational Education Teachers; Counselors; Supervisors/Administrators (SEA). 117

Table 46. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. All Conditions. 121

Table 47. Percentage of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. All Conditions. 122

Table 48. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. Learning Disabled. 123

Table 49. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. Speech Impaired. 124

Table 50. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. Mentally Retarded. 125

Table 51. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. Emotionally Disturbed. 126

Table 52. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. Hard of Hearing & Deaf. 127

Table 53. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. Multihandicapped. 128

Table 54. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. Orthopedically Impaired. 129

Table 55. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. Other Health Impaired. 130

Table 56. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. Visually Handicapped. 131

Table 57. Number of Students 16 Years and Older Exiting the Educational System During the 1985-1986 School Year. By Reason for Exit. Deaf-Blind. 132

Table 58. Number of Anticipated Services Needed by Children 16 Years and Older Leaving the Educational System During the 1985-1986 School Year by Handicapping Condition. All Conditions. 133

About This Yearbook

This 1988 Special Education Yearbook is the third volume in an annual series issued by The Council for Exceptional Children. It serves as a current resource on special education information including federal policy actions; state policy; important reports; statistical data on exceptional students served and personnel employed; and directory listings of key offices, officials, and organizations concerned with special education.

Generally, the Yearbook covers reports issued during the period July 1, 1987 to June 30, 1988. In areas such as the Directory Section, the information reported is as current as possible. Reports on key federal activities during the period July 1, 1987, through June 30, 1988, include actions enacted or pending and judicial decisions. Specific statistical data on children served are reproduced from the Tenth Annual Report to Congress on the Implementation of the Education of the Handicapped Act issued by the U.S. Department of Education, 1988; The Status of Handicapped Children in Head Start Programs, Fourteenth Annual Report of the U.S. Department of Health and Human Services to the Congress, 1987; and The 1987 State of the States Gifted and Talented Education Report issued by The Council of State Directors of Programs for the Gifted.

This Yearbook is organized into four main sections: (1) General Information Papers, (2) U.S. Statistics on Exceptional Children Served, (3) Annual Awards, and (4) Directory Information.

The 1988 Yearbook builds on the 1987 volume and, wherever possible, the information has been updated. The current status of special education in Canada is reported in a paper in Section I, page 28. The information is based on a questionnaire survey of provincial officials. For the most recent definitive data, see the 1986 Yearbook.

Over a period of time, the Yearbook series will provide a picture of the state of the art and trends in the education of exceptional children and youth. The 1989 Yearbook will update the statistical data and include current reports and position statements on policy, needs, and future directions in the education of the handicapped and gifted.

Members of the Yearbook Editorial Planning Committee are: Earl Campbell, Area Superintendent, Board of Education, Scarborough, Ontario; James J. Gallagher, Kenan Professor of Education, University of North Carolina at Chapel Hill; Beverley H. Johns, Program Supervisor, Four Rivers Special Education District, Jacksonville, Illinois; June B. Jordan, Editor in Chief, The Council for Exceptional Children; Bruce A. Ramirez, Special Assistant for Ethnic and Multicultural Concerns, The Council for Exceptional Children; and Jo Thomason, Special Education Consultant and CASE Executive Director, Albuquerque, New Mexico.

Section I. General Information Papers

Federal Legislation

The following are summaries of legislation affecting the education of exceptional children and youth enacted during the period of July 1, 1987 through June 30, 1988.

Reauthorization of P.L. 89-313, (Chapter One, Part D, Subpart 2 of P.L. 100-297)

The Hawkins/Stafford School Improvement Act (P.L. 100-297) includes a reauthorization of the over 20-year-old program of educational support for children and youth with handicaps in state operated or supported facilities and for children and youth with handicaps who have transferred from such programs to special education programs in the local school systems.

The new legislation changes P.L. 89-313 in the following ways:

- To indicate that the State Education Agency (SEA) is eligible to receive a grant under this program; current law states "a state agency."
- To add specific application requirements for receipt of a grant including assurance that all children counted and served are provided all the rights and procedural safeguards under Part B of the Education of the Handicapped Act (EHA).
- To change the date of the child count from October 1 to December 1 to correspond to the child count date for Part B of the EHA.
- To simplify the application procedures for Local Educational Agencies (LEAs) which serve children transferred from state operated or supported programs, when such application reflects services to five or fewer children.
- To add federal data reporting requirements that conform to the data reporting requirements under Part B of the EHA.
- To require that beginning in fiscal 1991 the SEA will administer this program through that unit of the SEA which is responsible for administering Part B of the EHA.
- To add assurances on the use of funds and examples of acceptable uses of funds.
- To add reporting requirements for within-state applications.
- To add a definition of eligible children.
- To require a General Accounting Office (GAO) study of the implementation of the state operated program for handicapped children and its relationship to Part B and Part H of the EHA.

The Jacob K. Javits Gifted and Talented Students Education Act of 1988, (Title IV, Part D, of P.L. 100-297)

The Hawkins/Stafford School Improvement Act (P.L. 100-297) also includes new legislation aimed at providing national focus and support in meeting the special educational needs of gifted and talented students. An initial appropriation of $7.9 million was approved for the first year of operation of this new authority.

The program is designed to encourage the expansion and improvement of appropriate educational opportunities for the national estimated 2.5 million gifted and talented children and youth, approximately half of whom presently receive no special services. A priority is directed at children who are not identified through traditional assessment methods such as economically disadvantaged, limited English proficient and handicapped children and youth. Another high priority is to improve the capability of schools in an entire State or region to plan, conduct, and improve programs for the identification and education of gifted and talented students through inter-agency cooperation.

The Act authorizes

- Preservice and inservice training.
- Establishment and operation of model projects and exemplary programs.
- Support to strengthen the capacity of state educational agencies and institutions of higher education.
- Programs of technical assistance and information dissemination.
- A National Center for Research and Development in the Education of Gifted and Talented Children and Youth.
- A single administrative unit within the U.S. Department of Education to administer programs authorized by the legislation and to serve as a focal point of national leadership.

State and local agencies, higher education, and public and private agencies and organizations may receive grants or contracts under this authority, and the program will be housed under the Department of Education's Office of Elementary and Secondary Education Programs.

The Hawkins/Stafford School Improvement Act, (P.L. 100-297)

Other than the two programs just cited, this legislation reauthorized a wide variety of federal education programs and created a number of new programs. Parenthetically, the legislation is named for two distinguished education advocates in the U.S. Congress, U.S. Rep. Augustus Hawkins (D-CA) and U.S. Sen. Robert Stafford (R-VT--now retired).

This legislation seeks access to and improved participation in numerous programs for exceptional children, including

- The chapter one program for economically disadvantaged children.
- The new Evenstart program for preschool children.
- Secondary school programs for basic skills.
- Dropout prevention programs.
- Programs for migratory children.
- Programs for neglected and delinquent children.
- The chapter two education block grant.
- Bilingual education programs.
- Adult education programs.

Technology-Related Assistance (P.L. 100-407)

The Technology-Related Assistance for Individuals with Disabilities Act of 1988 has a primary purpose of assisting states to develop and implement a consumer-responsive, state-wide program of technology-related assistance for individuals with disabilities to enable them to acquire assistive technology devices and services (including technology in educational programs).

Title I of the bill establishes a competitive State Grant Program to assist States to develop and implement a state-wide program and also authorizes the Secretary of Education to provide technical assistance to enable States to respond fully and effectively.

The purposes of the State grants are to

- Increase awareness of the needs of individuals with disabilities for assistive technology devices and services.
- Increase awareness of policies and practices that facilitate or impede the provision of such devices and services.
- Increase the availability of and funding for the devices and services.
- Increase knowledge of the efficacy of such devices and services by the individuals, their families, and service providers.
- Increase the capacity of public and private entities to provide for such devices and services.
- Increase the likelihood that individuals will be able to retain possession of devices as they transition from one environment or service system to another.

Ten States may enter the grant program the first year, 20 additional States the second year, and the remaining States the third year. A State that competes successfully receives a 3-year grant and then must submit another application for 2 more years of funding, for a total of 5 years. Congress appropriated $5.2 million for purposes of Title I only for fiscal year 1989.

The office, agency, or individual responsible for preparing the application for a State grant is to be designated by the Governor of the State.

Title II authorizes a variety of discretionary activities and studies, including a study of the feasibility and desirability of establishing a national information and programmatic referral network on technology-related assistance. It also supports training and public awareness grants to increase the knowledge and effective use of assistive technology devices and services; funds demonstration and innovation projects including model programs for delivery of technology related assistance, applied research and development in assistive technology devices and services; and a loan program for assistive technology devices. In addition, grants will be made available to assist institutions of higher education to prepare personnel for careers relating to the provision of technology-related assistance to individuals with disabilities. At this time, however, no funds have been appropriated for Title II programs.

It is anticipated that this legislation will function as a catalyst for increasing the availability of and funding (both public and private) for assistive technology and services.

The Civil Rights Restoration Act (P.L. 100-259)

In the case known as Grove City v. Bell the United States Supreme Court ruled that civil rights laws applied only to the specific program within an institution or agency that received federal aid and not the institution or agency as a whole. Through this legislation the Congress reversed this judicial narrowing of the enforcement base for Section 504 of the Rehabilitation Act and other civil rights statutes.

Medicaid (P.L. 100-360)

P.L. 100-360, The Medicare Catastrophic Coverage Act of 1988, includes a provision barring the federal government (specifically, the U.S. Department of Health and Human Services) from prohibiting Medicaid payments for services contained in the individualized educational programs (IEPs) of children with handicaps. Thus, this legislation not only makes Medicaid resources available within the context primarily of related services for special education but also affirms the prior intent of the Congress, in P.L. 94-142 and P.L. 99-457, that federal resources other than education should contribute in meeting the mission of both Part B of the Education of the Handicapped Act (EHA) and the newer Part H of the EHA--the early intervention program.

Judicial Decisions

The following summaries of court decisions containing noteworthy implications for special education were issued or settled during the period of July 1, 1987, to June 30, 1988.

Discipline

Honig v. Doe 108 S. Ct. 592 (1988). The U.S. Supreme Court held that school officials must comply with the requirements of the Education of the Handicapped Act (EHA) if they wish to expel or suspend special education students for more than 10 days for misconduct related to their handicapping condition, even if the misconduct is disruptive or dangerous. This case arose when two emotionally disturbed children were indefinitely suspended for their violent and disruptive behavior.

The Supreme Court held that there is no "dangerousness exception" to the "stay put" provision in the EHA, which mandates that a child remain in his or her current educational placement pending changes in their special needs curriculum, including any appeals procedure that the change may precipitate. The Court explained that regardless of the potential danger or disruption imposed by keeping the student in the classroom, expulsions and indefinite suspensions are considered changes in educational placement and therefore subject to the requirements and procedural protections granted in the EHA. Consequently, before any special needs child can be expelled or indefinitely suspended for behavior relating to the handicap, the school must first invoke the procedural protections contained in the EHA, including notice to parents of changes in educational plans. The Court ruled that, in emergency situations, a school can suspend a student for up to 10 days and seek a court order temporarily enjoining the child from attending school. Thus, suspensions of 10 days or less are not considered changes in educational placement and do not warrant the EHA protections. The Court also affirmed that a change in placement in the form of expulsion or indefinite suspension can still take place with the consent of the student's parents and that school officials can use traditional disciplinary measures for misconduct.

Medicaid

Bowen, U.S. Secretary of Health and Human Services v. Commonwealth of Massachusetts 108 S. Ct. 2722 (1988). The U.S. Supreme Court ruled that the federal district courts, not the federal court of claims, should decide disputes between the federal government and the states concerning whether state expenditures for special education students can be reimbursed under the federal Medicaid program. The lower court in Bowen had agreed with the State of Massachusetts that services provided under a handicapped student's individualized education program could not be excluded from Medicaid reimbursement just because they were characterized

as partly "educational." The Supreme Court's ruling means that the lower court's decision will stand.

As noted in the "Federal Legislation" section of this document, on July 1, 1988, President Reagan signed P.L. 100-360, which includes a provision barring the federal government from prohibiting medical payments for services contained in the individualized education program (IEPs) of children with handicaps. The passage of this legislation, along with the Supreme Court's decision in Bowen, should bring closure to litigation on this issue.

Education for All

Timothy W. v. Rochester School District (New Hampshire) C-84-733-L, D-NH (1988). The federal court for the district of New Hampshire ruled that a child must be able to benefit from special education before a school district is required to provide such education. The court held that in some very "rare" instances, a child may be too severely handicapped to benefit from education. The child in question is blind, deaf, quadriplegic, suffers from seizures, and has cerebral palsy.

Despite the recurrent use of the word "all" in federal legislation, the court held that the Education for All Handicapped Children Act of 1975 (P.L. 94-142, also Part B of the EHA) does not require special education for certain severely handicapped children.

Those individuals representing Timothy W. are now appealing this decision of the lower court. Various organizations, either in the formal role of amicus curiae or more informally, have joined in opposing the lower court's decision. The U.S. Justice Department, affirming the "zero reject" principle of federal law, has also filed a brief opposing the decision of the federal court in New Hampshire.

Liability of States under EHA

Gilhool v. Muth 109 S. Ct. 52 (1988). On the first day of its new term, the U.S. Supreme Court agreed to hear an appeal by Pennsylvania officials of a Third Circuit Court of Appeals decision allowing states to be sued in federal district court on claims under The Education of the Handicapped Act (EHA) and barring state agency employees from deciding special education appeals under the EHA.

In what was previously titled Muth v. Central Bucks School District (3rd Cir. 1988), the Third Circuit held that the text and legislative history of the EHA clearly showed Congress' intent to remove states' Eleventh Amendment immunity from being sued in federal court. The Court also ruled that, because the state education secretary directly exercises both fiscal and regulatory control over the school district, the Secretary must be considered an employee of the state education agency (SEA) and therefore should have been barred from hearing IEP appeals.

The case arose from a dispute between a parent, Russel Muth, and the

Central Bucks School District over the type of education provided for his handicapped child.

Dissatisfied with the results of an administrative hearing, Muth appealed to the state education secretary, who ordered the hearing officer to modify the child's IEP. But Muth, still unhappy with the plan, enrolled his son in a private school and continued his challenge.

Ultimately, the Third Circuit agreed with the education secretary's findings, but determined the procedures to be faulty and held Central Bucks and Pennsylvania jointly responsible for the costs of the child's year in a private school.

Pennsylvania's attorney general sought Supreme Court review of this decision, contending that the EHA does not mention the Eleventh Amendment or state liability and lacks any clear expression of Congressional intent to remove states' immunity from suit under the Eleventh Amendment. The state also asserts that its education secretary, a gubernatorial appointee, is not technically an employee of the SEA and therefore should be allowed to hear special education administrative appeals.

Tenth Annual Report to Congress
on the Implementation of
The Education of the Handicapped Act, 1988

U.S. Department of Education

Executive Summary

The Tenth Annual Report to Congress examines the progress being made to implement the requirements mandated by the Education of the Handicapped Act (EHA) and its subsequent amendments. The purposes of the act, as stated in Section 601(c), are:

1. To assure that all children with handicaps have available to them a free appropriate public education.

2. To assure that the rights of children with handicaps and their parents are protected.

3. To assist States and localities to provide for the education of all children with handicaps.

4. To assess and assure the effectiveness of efforts to educate children with handicaps.

The following highlights provide brief summaries of the information presented in the body of the report.

Students Receiving a Free Appropriate Public Education

Number of Students Served

- During the 1986-87 school year, 4,421,601 children with handicaps between the ages of 0 and 21 were served under Chapter 1 Handicapped Programs of the Education and Consolidation Improvement Act--State Operated Programs (ECIA [SOP]) and Part B of EHA. This represented an increase of 1.2% over the number served in 1985-86.

- The most frequent handicapping conditions were learning disabled (43.6%), speech impaired (25.8%), mentally retarded (15.0%), and emotionally disturbed (8.7%). The greatest changes from the 1985-86 year were in the categories of learning disabled (an increase of 53,760) and mentally retarded (a decrease of 21,653).

- Forty-eight percent of the handicapped children served under EHA-B were between the ages of 6 and 11 with 41% between the ages of 12 and 17.

Related Services Received

- Students received 4,630,368 related services in 1985-86, which was an average of 1.2 services per handicapped child in those States reporting.[1]

- The most frequently used service was diagnostic services, which were received by 777,436 students. Deaf-blind students and orthopedically impaired students received the largest number of services per child--3.36 and 2.71, respectively.

Least Restrictive Environment

- During the 1985-86 school year, the majority of students with handicaps received special education and related services in settings with nonhandicapped peers. Over 26% received special education in regular classes. An additional 41% were served primarily in resource rooms, while over 24% were served in separate classes in regular education buildings.

- Significant variation in placement patterns existed across handicapping conditions. Students with learning disabilities or speech impairments were served primarily in regular classes or resource rooms (77% and 92%, respectively). Nationally, 56% of the mentally retarded students were placed in separate classes.

Personnel Employed and Needed

- States reported that 291,954 special education teachers were employed during 1985-86, an increase of approximately 6% over the previous year.

- An additional 27,474 teachers were needed to fill vacancies and replace uncertified staff. The greatest number of teachers were needed for the learning disabled, mentally retarded, emotionally disturbed, and speech or language impaired.

- The number of personnel employed other than special education teachers was 229,872, which represented an increase of .5% over 1984-85. Over half of these personnel were teacher aides.

- An additional 13,720 staff other than special education teachers were needed in 1985-86. In proportion to the number employed, occupational and physical therapists were the most needed personnel.

- See also Tables 1, 2, and Figure 1.

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[1]Eight States and three Insular Areas did not report data.

Students with Handicaps in Transition: The Exiting Behavior of Secondary Students and Services Anticipated to Meet Their Needs

- The majority of special education students (60%) graduate from high school with a diploma or certificate of completion. Students who are visually handicapped, hard of hearing, deaf, or orthopedically impaired are most likely to graduate with a diploma. Students who are deaf-blind, multihandicapped, or mentally retarded are most likely to graduate with a certificate of completion.

- An average of 312 students with handicaps drop out of high school each day. A total of 56,156 students with handicaps dropped out of high school during school year 1985-86.

- About 2 percent of the total exiting population of students with handicaps "age out" of the system by reaching the maximum age for which services are provided by individual States. Mandates for upper age limits vary by State.

- Approximately 524,000 separate services were anticipated to be needed for handicapped children and youth exiting in the system. The most frequently needed services were vocational training services (16% of all anticipated services), counseling/guidance (14%), and vocational placement services (14%).

Assisting States and Local Agencies in Educating All Handicapped Children

- Many States are targeting a portion of their EHA-B set-aside to meet the needs of preschool children with handicaps. ECIA (SOP) funds are used by States to provide early intervention services for children aged birth through 5.

- Funds earmarked for services to young children with handicaps were available to States through the old Preschool Incentive Grant Program and the new Preschool Grant Program. All States have elected to participate in the Preschool Grant Program and were awarded a basic grant of $300 for each 3- through 5-year-old child receiving services on December 1, 1986. In addition, States received $3,270 for each newly identified child.

- All States have elected to participate in the Part H program for infants and toddlers. State awards for FY 1987 ranged from approximately $244,000 to $5,735,000. Approximately one-third of the States have designated State educational agencies as lead agencies, while another third have selected the State department of health.

- Funds are available to States to initiate, improve, or expand special education and early intervention services for children below school age through the EHA discretionary programs. Funds have been provided through State Implementation Grants and the Early Childhood State Plan Grant Program. The Handicapped Children's Early Education Program

(HCEEP) provides support for model development and replication. research Institutes funded under HCEEP are designed to improve services by expanding the early childhood knowledge base. Projects for preservice and inservice personnel development and technical assistance have also been supported.

- See also Tables 3, 4, 5.

Efforts to Assess and Assure the Effectiveness of Programs Educating Handicapped Children

Program Review

- To receive EHA-B State Grant program funds for FY 88, States had to comply with additional State Plan Requirements resulting from the enactment of the Education of the Handicapped Amendments of 1986. All States submitted State Plan amendments to fulfill the new legislative requirements addressing interagency agreements, personnel standards, nonsupplanting of funds, use of the State's 20% portion of its set-aside, and reduction of other assistance.

- The staggered State Plan Review schedule required 22 States to submit complete plans for FY 88-90. More than half of the State Plans reviewed required no changes or only minor--mostly technical--additions or corrections. Ten State Plans presented problem areas requiring more intensive scrutiny prior to approval. These areas included due process and procedural safeguards; right to education and definitions of handicapping conditions; IEP requirements; and privacy and confidentiality.

- Comprehensive compliance reviews of the 29 States visited in the last two years indicated that States are having the most difficulty in meeting requirements in the following areas: State Educational Agency (SEA) monitoring, SEA review and approval of local educational agency applications, least restrictive environment, complaint management, and general supervision of special education programs.

Program Evaluation

- Congressionally-mandated studies which are currently underway include a Special Study on Special Populations, a Study of Programs of Instruction in Day and Residential Facilities, a Longitudinal Study of Secondary and Postsecondary Handicapped Students, and a Survey of Expenditures for Special Education and Related Services

- New studies recently undertaken under the State Agency/Federal Evaluation Program include: an investigation of the outcomes of transition planning; the impact of separate class and separate school secondary special education programs; outcomes of special education programs in terms of student benefits; the impact of special education in regular education settings; prereferral interventions for students experiencing learning problems in regular education; and normative and quality indicators that measure the effectiveness of special education.

Table 1

Number and Change in Number of Children Aged 3 to 21 Years Counted Under Chapter 1 of ECIA (SOP) and EHA-B from School Year 1976-77 to 1986-87

School Year	Percent Change in Total Number Served from Previous Year	Total Served	EHA-B	ECIA (SOP)
1986-87	1.2	4,421,601	4,166,692	254,909
1985-86	0.2	4,370,244	4,121,104	249,140
1984-85	0.5	4,362,968	4,113,312[a/]	249,245
1983-84	1.0	4,341,399	4,094,108	247,291
1982-83	1.5	4,298,327	4,052,595	245,732
1981-82	1.3	4,233,282	3,990,346	242,936
1980-81	3.5	4,177,689	3,933,981	243,708
1979-80	3.0	4,036,219	3,802,475	233,744
1978-79	3.8	3,919,073	3,693,593	225,480
1977-78	1.8	3,777,286	3,554,554	222,732
1976-77	--	3,708,913	3,485,088	223,825

a/ Beginning in 1984-85, the number of handicapped children reported reflects revisions to State data received by the Office of Special Education Programs following the July 1 grant award date, and includes revisions received by October 1. Previous reports provided data as of the grant award date.

Table 2

States Showing Increases or Decreases in Number of
Children Counted Under Chapter 1 of ECIA (SOP) and EHA-B

Percentage Change From 1985-86 to 1986-87				
-2.1 to -4.0	0 to -2.0	.1 to 2.0	2.1 to 4.0	More Than 4.0
Hawaii	Connecticut	Alabama	Alaska	Florida
Idaho	Delaware	Arkansas	Arizona	Mississippi
Louisiana	Georgia	District of Columbia	California	Vermont
Maine	Iowa	Indiana	Colorado	
North Carolina	Michigan	Kentucky	Illinois	
	Montana	Maryland	Kansas	
	Nebraska	Masschusetts	Nevada	
		Minnesota	North Dakota	
		Missouri	South Dakota	
		New Hampshire	Texas	
		New Jersey	Utah	
		New Mexico	Washington	
		New York	West Virginia	
		Ohio	Wyoming	
		Oklahoma		
		Oregon		
		Pennsylvania		
		Rhode Island		
		South Carolina		
		Tennessee		
		Virginia		
		Wisconsin		

Table 3

Types of Services Anticipated to be Needed in 1986-87
by Students 16 Years of Age and Older Exiting the
Educational System During School Year 1985-86

Service Type	Number	Percent
Counseling/Guidance	73,889	14.1
Transportation	22,312	4.3
Technological Aids	10,140	1.9
Interpreter Services	2,974	.6
Reader Services	8,282	1.6
Physical/Mental Restoration	14,556	2.8
Family Services	29,769	5.7
Independent Living	27,368	5.2
Maintenance	21,159	4.0
Residential Living	11,585	2.2
Vocational Training	82,719	15.8
Postemployment Services	31,347	6.0
Transitional Employment Services	38,851	7.4
Vocational Placement	73,903	14.1
Evaluation of Vocational Rehabilitation Services	66,096	12.6
Other Services	8,931	1.7
Total	523,881	100.00

Data as of October 1, 1987.

Produced by ED/SEP Data Analysis System (DANS).

Table 4

U.S. and Insular Areas
Proportion of Anticipated Services Needed for Children
and Youth 16 Years and Older Leaving the Educational
System by Handicapping Condition

School Year 1985-86

Service

Handicapping Condition	Counseling	Evaluation of VR Services	Physical/ Mental Restoration	Vocational/ Training Services	Transitional Employment	Vocational Placement	Post Employment	Maintenance	Transportation
Mentally Retarded	10.84	12.77	2.35	15.95	8.61	13.96	5.79	5.73	5.83
Speech Impaired	14.96	16.42	1.38	10.89	5.11	19.73	11.16	2.42	2.17
Visually Handicapped	9.51	11.47	3.31	11.23	6.77	8.98	3.92	5.78	7.85
Emotionally Disturbed	15.68	11.71	6.00	13.58	6.69	13.17	4.16	3.07	2.06
Orthopedically Impaired	7.87	11.21	6.38	11.02	7.08	10.51	2.71	6.42	11.01
Other Health Impaired	5.38	10.22	7.10	10.57	5.34	9.34	2.22	7.70	10.40
Learning Disabled	18.18	13.47	1.11	18.65	7.08	15.66	7.36	2.42	2.62
Deaf-Blind	8.23	6.04	4.76	11.71	5.29	9.67	4.98	5.21	7.18
Multihandicapped	8.20	8.84	5.59	9.44	8.07	10.41	6.35	7.37	7.98
Hard of Hearing and Deaf	10.73	11.25	1.37	11.62	6.05	11.68	4.65	3.28	5.20
All Conditions	14.10	12.62	2.78	15.79	7.42	14.11	5.98	4.04	4.26

Note: Proportions were calculated by dividing the number of a particular service needed for individuals with a particular handicapping condition by the the total number of services used by individuals with that handicapping condition.

Table 4 (continued)

Handicapping Condition	Family Services	Independent Living	Residential Living	Interpreter Services	Reader Services	Technical Aides	Other Services
Mentally Retarded	5.44	6.81	3.09	0.11	0.62	0.70	1.41
Speech Impaired	4.21	2.11	0.30	0.30	0.37	5.23	3.27
Visually Handicapped	3.83	6.26	2.15	0.32	8.07	8.18	2.37
Emotionally Disturbed	11.85	6.54	3.74	0.05	0.19	0.40	1.11
Orthopedically Impaired	3.87	8.94	2.34	0.18	0.61	6.96	2.87
Other Health Impaired	6.81	9.55	4.54	0.22	0.96	6.42	3.22
Learning Disabled	3.37	2.89	0.38	0.11	3.01	1.71	1.98
Deaf-Blind	6.57	6.19	6.87	4.98	3.63	4.76	3.93
Multihandicapped	6.38	5.43	6.08	1.64	1.45	5.26	1.53
Hard of Hearing and Deaf	3.74	4.31	1.78	11.85	1.36	9.65	1.47
All Conditions	5.68	5.22	2.21	0.57	1.58	1.94	1.70

Data for States and Insular Areas reporting these data.

Data as of October 1, 1987.

Produced by ED/SEP Data Analysis System (DANS).

Table 5

Number and Percent of Anticipated Services for 1986-87 for Students 16 Years of Age and Older Exiting the Educational System by Handicapping Condition During School Year 1985-86

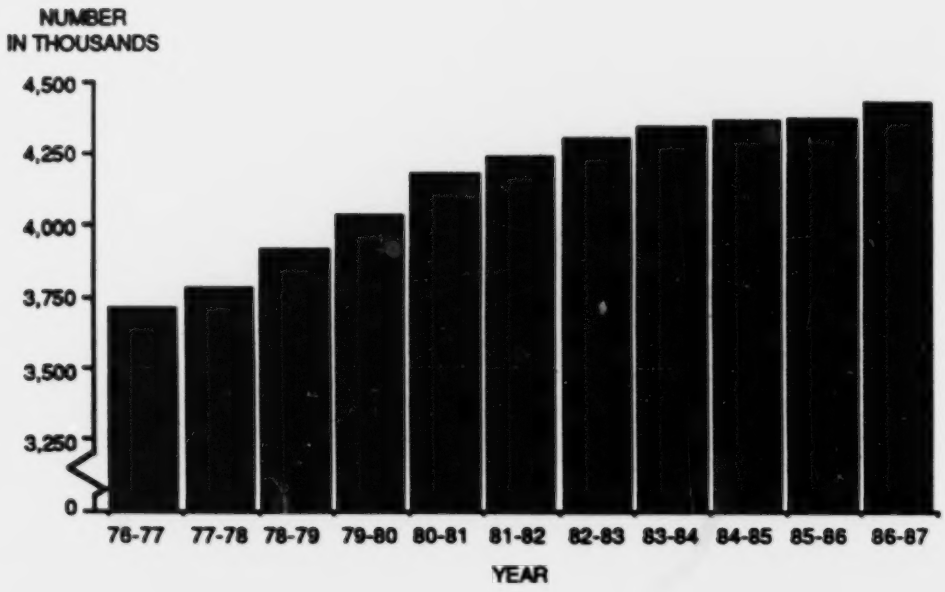
Handicapping Condition	Number	Percent
Mentally Retarded	168,523	32.2
Speech or Language Impaired	9,769	1.9
Visually Handicapped	6,868	1.3
Emotionally Disturbed	87,686	16.7
Learning Disabled	191,561	36.6
Orthopedically Impaired	12,538	2.4
Deaf-Blind	1,324	.2
Other Health Impaired	12,460	2.4
Hard of Hearing and Deaf	17,881	3.4
Multihandicapped	15,271	2.9
Total	523,881	100.00

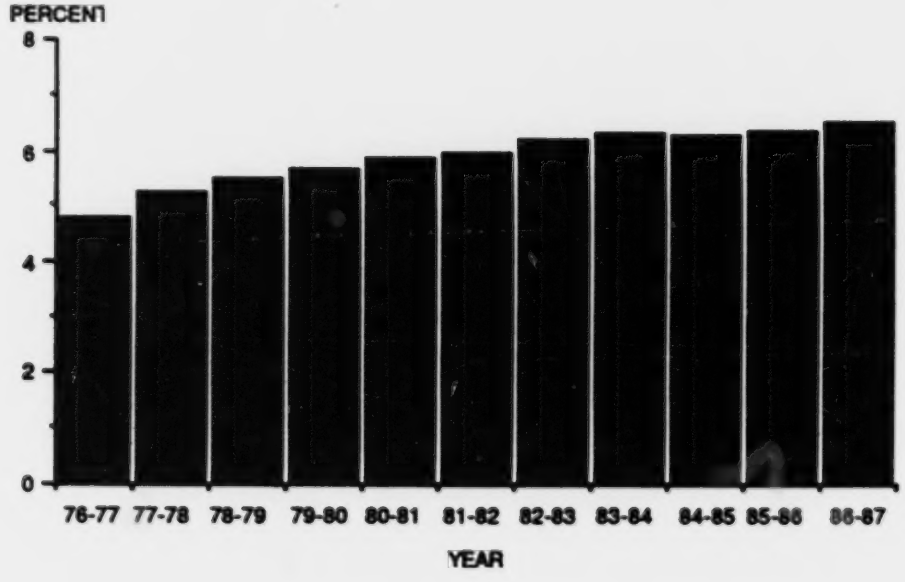
Data as of October 1, 1987.

Produced by ED/SEP Data Analysis System (DANS).

Figure 1

Number And Percent Of Children Served Under Chapter 1 And EHA-B, School Year 1976-77 To 1986-87





NOTE: The figures represent children birth through 20 years old served under Chapter 1 of ECIA (SOP) and children 3 through 21 years old served under EHA-B. Percent of children is based on population counts for children 3 through 21 compiled by the U.S. Bureau of the Census.

The Status of Handicapped Children in Head Start Programs

Excerpts from the Fourteenth Annual Report
of the U.S. Department of Health and Human Services
to the Congress
1987

From the Foreword by HHS Secretary Otis R. Bowen

In the 1985-1986 program year, Head Start provided comprehensive developmental services to 517,799 low income preschool children and their families. As it has since 1965, the program seeks to foster the development of children and enable them to deal more effectively with both their present environment and later responsibilities in school and communities. Head Start programs emphasize education; social services; medical, dental, nutrition and mental health services; and parent involvement to enable each child to develop to his or her highest potential.

In 1972 Head Start mounted a major effort to serve handicapped children. The number of handicapped children enrolled in Head Start has risen steadily since the data were first reported from 22,807 in 1973 to 64,994 handicapped children in 1986. Head Start is in the forefront of the provision of services to the preschool handicapped child as the largest mainstream placement program in the nation. Mainstreaming provides handicapped children with active, day-to-day group experiences with nonhandicapped children. Giving handicapped children an opportunity to learn, to play, to live with nonhandicapped children takes them a giant step in the direction of participating in the general society as responsible adults in their later years.

In 1986, 99.2% of all Head Start programs had enrolled at least one handicapped child. These children received a full range of child development services in addition to special education or related services in accordance with their special needs. These special services were provided through the Head Start program, through outside agencies or, for the children, through a combination of both. During 1986, 46 State agreements and 3,120 local level agreements between Head Start and other agencies were in effect.

Overview of Head Start Policies on Services to Handicapped Children

Section 640(d) of the Head Start Act [42 U.S.C. §9835(d)] requires "that for fiscal year 1982 and thereafter no less than 10% of the total number of enrollment opportunities in Head Start programs in each State shall be available for handicapped children and that services shall be provided to meet their special needs."

The Head Start Act specifies the definition of handicapped children provided in paragraph (1) of section 602 of P.L. 91-230, the Education of the Handicapped Act, as amended, [20 U.S.C. §1401(1)]. That Act defines the term handicapped children as "mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously

emotionally disturbed, orthopedically impaired, or other health impaired children or children with specific learning disabilities who by reason thereof require special education and related services." Handicapped children must meet the eligibility requirements for Head Start programs. Eligibility refers to the ages of the participating children (between 3 years and the age of compulsory school attendance) and family income (at least 90% of the children must be from low income families, including families receiving public assistance).

In response to the Congressional mandate to strengthen Head Start efforts on behalf of handicapped children, the Head Start Bureau, located in the Administration for Children, Youth and Families (ACYF) in the Department's Office of Human Development Services, has given priority to assisting local Head Start programs to identify, recruit, and serve handicapped children. Head Start policies that relate to handicapped children are:

- Outreach and Recruitment.
- Needs, Assessment, Screening and Diagnosis.
- Diagnostic Criteria and Reporting.
- Severely and Substantially Handicapped Children.
- Services for the Handicapped Child.
- Mainstreaming.
- Program Options.
- Collaboration with Other Agencies.
- Ten Percent Handicapped Enrollment by State.

Number of Handicapped Children Enrolled

It has been estimated that there are 250,000 Head Start eligible handicapped children of preschool age 3 to 5 in the United States. Although Head Start cannot meet the needs of all these handicapped children, it is making a notable contribution. A Head Start experience is particularly valuable for those handicapped children who can benefit from a comprehensive developmental experience in a mainstream setting, one that integrates handicapped and nonhandicapped children. The number of handicapped children enrolled in Head Start has increased since the data were first reported in 1973. In November-December 1973, Head Start programs were serving 22,807 handicapped children or 10.1% of their enrollment. As of June 1986, Head Start programs reported that they had served 64,994 handicapped children or 12.5% of their enrollment during the 1985-1986 program year. All but a small fraction of these children are being mainstreamed. This provides peer models and higher levels of cognitive, language, and social stimulation than self-contained programs offer.

Highlights:

- There were 64,994 handicapped children served in Head Start programs in 1986. This represents an increase of 3,096 children over the 61,898 handicapped children served in 1985. Children professionally diagnosed as handicapped accounted for 12.5% of total actual enrollment in Head Start programs, a slight increase from the 12.2% in 1985.

- Children professionally diagnosed as handicapped accounted for at least 10% of all Head Start enrollment in each of 49 of the 50 States, Puerto Rico, Guam, and the Trust Territories of the Pacific Islands in 1986.

- American Indian Programs also surpassed the 10% enrollment target.

Head Start has exceeded the 10% enrollment level nationally with a 12.5% enrollment of handicapped children in program year 1985-1986. Alaska, with a 9.7% enrollment of handicapped children, was the only State which fell short of the 10% enrollment target.

The District of Columbia with 9.1% also did not meet an enrollment level of 10%. The Migrant Programs served 9.7%. In addition, the following territories were below the 10% enrollment level: Virgin Islands, with 7.3%, and American Samoa, with .56%. Both these areas made gains over the 1985 figures, however. Both Guam and the Trust Territories of the Pacific Islands showed strong increases over the 1985 figures. In 1985 Guam reported 9.9%, raised to 11.2% in 1986; and the Trust Territories reported an increase from 6.3% in 1985 to 13.8% in 1986.

Approximately 99.2% of the full year Head Start programs served at least one handicapped child. Of the 64,994 handicapped children served by Head Start programs, 26.1% were 3 years of age or under, 60.1% were 4 years old, 13.3% were 5 years old, and about 0.5% were 6 years or older. (Head Start children 6 years of age or older are in communities where the children go directly from Head Start into first grade, predominantly in the southeastern States.)

Data were collected on the dropout rate for handicapped children for the third time on the 1985-1986 PIR. Of the total number of handicapped children served in Head Start during the 1985-1986 operating year, 5,812 or 8.9% dropped out during the operating period. This is a substantially lower proportion than reflected for all children enrolled in Head Start in 1985-1986 where 14.9% of the total actual enrollment dropped out during the operating period. Further, of the total number of children who dropped out, 7.5% were handicapped children; this is also substantially lower than the proportion of handicapped children to the total actual enrollment (12.5%).

In each of the 3 years during which these data have been collected, the percentage of handicapped children dropping out has been less than the percentage of dropouts for the total enrollment. This may indicate that the parents of the children with handicaps realize the importance of early

services for their children and may be making a greater effort not to move the children during the program year. They may also consider the services beneficial to their children to a higher degree than the parents of the nonhandicapped children.

Types of Handicaps

Head Start is mandated to serve children with a broad range of handicaps such as those who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired children, or children with specific learning disabilities who by reason thereof require special education and related services.

The types of handicapping conditions of those children professionally diagnosed as handicapped are presented in Table 6 as a proportion of the total population of handicapped children in Head Start programs in 1986.

Severity of Handicaps

In 1986, 12,050 (18.5%) of the handicapped children enrolled in Head Start programs had multiple handicapping conditions. This is a slight increase over the number and percent of multiple handicapped children reported last year (11,203 or 18.1%).

Compared to other handicapping conditions, mentally retarded children (57.9%) and deaf children (50.9%) show the highest incidence of multiple handicap, and speech impaired children the lowest (10.3%). Table 7 provides specific data by primary handicapping condition on the number of children who have multiple handicapping conditions.

Outreach and Recruitment: Severely Handicapped Children

The data regarding outreach and recruitment were collected specifically on efforts to enroll and serve more severely handicapped children. In previous years, programs reported on special efforts and outreach and recruitment activities utilized to recruit handicapped children in general. Of the Head Start programs, 96.1% reported steps taken to enroll and serve more severely handicapped children. The most frequent steps taken by programs reporting these data were: coordination with other agencies serving severely handicapped children (89.9%), sharing services with other agencies serving severely handicapped children (63%) and specific outreach and recruitment procedures aimed at severely handicapped children (62.3%). Programs also reported that they held orientation sessions for local diagnosticians and provided them with special materials, etc. (38.1%), made change(s) in recruitment and enrollment criteria (23.2%), and took other steps (10.3%).

Special Services. Handicapped children have special needs which require special services. They may also require special equipment, materials, or modification of existing facilities. The special services required may be provided through Head Start, through outside agencies, or through a combination of both. Table 8 reports comparative levels for special

services provided to handicapped children and their parents in 1984, 1985 and 1986, by reporting Head Start programs.

As indicated in Table 9, 41% of the handicapped children served received special education or related services from Head Start only; 4.2% received such services from another agency only; and 54.7% received special services to help overcome the handicap from both Head Start and another agency. In the 1984-85 program year, 67.9% of the children received special education or related services from both Head Start and other agencies. While the percentage of children receiving services from other agencies declined somewhat, it is still significant that more than half of the handicapped children enrolled were receiving services from other agencies as well as from the Head Start programs which enrolled them. This level of coordination represents considerable attention devoted to arranging for cooperative efforts.

Table 6

Types of Handicapping Conditions of Children
Professionally Diagnosed as Handicapped

Handicapping Condition	Number	Percent of Total Number of Children Professionally Diagnosed as Handicapped
Speech Impairment	40,866	62.9
Health Impairment	7,333	11.3
Specific Learning Disability	3,663	5.6
Physical Handicap (Orthopedic)	3,319	5.1
Mental Retardation	3,286	5.1
Serious Emotional Disturbance	3,041	4.7
Hearing Impairment	1,801	2.8
Visual Impairment	1,373	2.1
Deafness	167	0.2
Blindness	145	0.2
TOTAL	64,994	100.0

Table 7

Distribution of Children by Primary or Most Disabling Handicap
Who Have One or More Other Handicapping Conditions

Primary Condition	Total Number of Children	Children with other Handicapping Conditions	Percent with Multiple Handicapping Conditions
Blindness	145	38	26.21%
Visual Impairment	1,373	303	22.07%
Deafness	167	85	50.90%
Hearing Impairment	1,801	666	36.94%
Physical Handicap	3,319	1,110	33.42%
Speech Impairment	40,866	4,214	10.31%
Health Impairment	7,333	1,533	20.91%
Mental Retardation	3,286	1,901	57.85%
Emotional Disturbance	3,041	754	24.79%
Learning Disability	3,663	1,446	39.48%
TOTAL	64,994	12,050	18.54%

Table 8

Three Year Comparison of Special Services
Provided to Handicapped Children Enrolled in
Full Year Reporting Head Start Programs

Services Provided	1984	1985	1986
Total number of children who are receiving special education or related services from Head Start staff	55,416	58,250	62,255
Total number of children who are receiving special services from other agencies	38,380	42,016	38,312
Total number of parents receiving special services from Head Start related to their child's handicap	43,756	43,583	36,965

Table 9
Children Receiving Special Education or Related Services
from Head Start Only, Other Agency Only, or Both

Primary Handicapping Condition	Head Start Only	Other Agency Only	Both Head Start and Other Agency
Blindness	15	8	122
Visual Impairment	481	89	803
Deafness	18	6	143
Hearing Impairment	501	73	1,227
Physical Handicap	761	184	2,374
Speech Impairment	19,014	1,473	20,379
Health Impairment	2,227	530	4,576
Mental Retardation	1,060	30	2,146
Emotional Disturbance	1,041	144	1,856
Learning Disability	1,564	152	1,947
TOTAL	26,682	2,739	35,573

Special Education in Canada, 1988

In Canada, the responsibility for education has been delegated to the 10 provincial and 2 territorial governments. There is no national or federal Office of Education. The Ministers of Education representing each of the provinces and the territories work cooperatively through the Council of Ministers of Education, Canada to coordinate action on matters of common concern.

The provincial officials responsible for policy development in the field of special education have worked with the staff of the Council of Ministers of Education in Canada in the preparation of a review of the provision of special education services in Canada in 1988.

Range of Services and Responsibilities

Most of the provinces and territories assume responsibility for children with special needs from age 5 (3 in Saskatchewan and 6 in Ontario) to age 21 (18 in the Northwest Territories and 19 in British Columbia). Considerable flexibility exists in the onset of services. For example, if kindergarten and junior kindergarten programs are available, a child may be enrolled 1 or 2 years earlier. A hearing impaired child in Ontario may be admitted to a special education program for the hearing impaired at age 2. Alberta provides specific grant assistance on behalf of severely handicapped students from age 2-1/2 and mildly or moderately handicapped students after the age of 3-1/2.

Families with preschool pupils who need early intervention can receive additional assistance through the cooperation of the Ministries of Health and Community and Social Services.

Recent Policy Directions and Related Research

In an effort to maximize educational programs and services offered to children with special needs, most of the provinces and territories have now developed very specific directives, guidelines, and handbooks that provide for the broad spectrum of special education needs. To support this range of services, the various Ministries and Departments of Education across Canada are attempting to provide a continuum of approaches ranging from the placement of pupils with exceptionalities in regular classes with support services to highly specialized educational settings.

Current research activities appear to focus on the application of special education policy in terms of the identification of instructional needs and the provision of appropriate services. Across Canada there is an ongoing effort to clarify and to review categories and definitions of exceptionalities to facilitate the delivery of programs and services to students. Also reflecting general policy directions, the integration of pupils with special needs is under study in a number of provinces.

Human Resources

The range of professionals and paraprofessionals identified across the provinces and territories is very broad. In all cases the staff are expected to have suitable qualifications and experience as identified either by the local school board or by departmental or ministerial guidelines.

In addition to classroom teachers, a brief selection of the most commonly cited personnel employed for assessment, educational, or health purposes includes the following:

- Audiologists
- Child Care Workers
- Instructional Assistance/Teacher Aides
- Itinerant Resource Specialists
- Interpreters for the Deaf
- Native Liaison Workers
- Nurses
- Paramedics
- Physiotherapists
- Psychiatrists
- Psychologists
- Psychomotrists
- Rehabilitation Workers
- Social Workers
- Special Education Coordinators
- Speech/Language Teachers
- Speech Pathologists
- Teacher Diagnosticians

Unfortunately financial restraints have resulted in the cutback of specialized services such as those provided by psychologists and speech therapists so that in some provinces limited service is available. It should also be noted that the recruitment of specialized personnel poses a real problem.

Funding

Across the country, approaches to funding for special education purposes reflect the necessity for flexibility in the provision of programs and services for differing special needs, as well as respect for the autonomy of school boards in responding to such needs.

Most of the provinces use a block-funding arrangement for special education with a specific rate paid per resident student or per teacher with a specified student-teacher ratio. Additional or incremental funding and grants are made available by various provinces through special funding for a variety of purposes. Examples include transportation, special supplies, administrative costs, and government-approved care and treatment facilities. Certain programs may also be cost-shared by a provincial government and local school board in lieu of providing such a service in a provincial school, such as a school for the deaf or blind.

The Future of Research in Special Education

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Educators regularly write about or give speeches on the future of research. A perennial question--raised at conferences and in our journals--has been whether educational research has had, or can have, any useful impact on educational institutions, or for that matter on the many sectors of society other than schools and classrooms that influence people's learning (Carroll, 1984). In preparing this paper I skimmed no fewer than 80 papers on the future of research in education. Few papers, though, deal with the future of research in special education. One such paper, presented by Michael Scriven at a Wingspread Conference (1983), vividly describes one outlook on research in special education:

> The pessimist says that a 12-ounce glass containing six ounces of drink is half empty; the optimist calls it half full. I cannot say what I think the pessimist could say about research and practice in special education at this point, but I think the optimist could say that we have a wonderful opportunity to start all over! (p. 84)

I have not decided whether I am in complete agreement with Scriven. Certainly, it is tempting to be so. "Good research" has three components: (a) it is adequately conceptualized, (b) it follows scientifically acceptable research practices, and (c) the research findings have applicability to practical problems or result in the advancement of theory. When these three criteria are applied to research in special education, it is frequently argued that it is difficult to find large quantities of "good research." Much of the research in special education has been inadequately conceptualized; it never stood a chance of contributing to theory or practice because the research problems investigated were not carefully thought out. When one does find instances in which research has been conceptualized adequately, the probability is very high that the research was carried out in such a way that aspects of scientifically acceptable research practices were violated.

While it is easy to criticize current research in special education, it is more difficult to explain the reasons why we have poor quality research going on. I believe the cause is two-fold:

1. Special education often has not been viewed as a legitimate discipline for scientific inquiry.

2. There has been less than adequate training of large numbers of professionals who can do research, integrate prior research, and translate research into practice.

Why the heavy interest in research and the future of research? I suppose it is because we believe that solutions to major educational problems, in this case problems in special education, will come through research. Harold Howe (1984), however, contends that if school people want solutions

to problems, research is not the way to go. It takes time, it is inefficient, it costs lots of money, and it seldom leads to authoritative answers on issues. According to Howe, research has value because it leads people to alternative ways of thinking about their situation and gives them critical insights into why things happen as they do. Consider the following:

> Research is very good at many things: identifying issues and alternative perceptions of issues; defining the extent of problems; providing new perspectives on how to approach problems; examining the effects of current practices; evaluating the effects of innovations; revealing diversity of opinion about the relative salience of problems, and about future actions.... Many of these suggest new ways to proceed, but research does not unequivocally demonstrate that doing A is the right thing. (Howe, 1984, p. 23)

I am not contending that research does not have or has not had an impact on educational practice. But, it is very difficult to identify the links between research findings and changes/innovations in practice. Research is absorbed into educational practice gradually and the effects of research on educational practice are generally easier to detect retrospectively than they are to predict or plan. This is yet another major reason why it is so difficult to make reasonable statements about the future of research.

Context for Future Research in Special Education

As I thought about research in special education, I did so taking into account a number of contextual factors. This next section reviews those factors that will influence the future of research in special education. Many of these are derived from those cited by Wedell and Roberts (1981)following a survey of educators in England.

School Effectiveness Research

The teacher, the classroom, and the total school organization are being systematically scrutinized for secrets of effectiveness. The relationship between teacher behavior and student performance in particular settings or under particular conditions is among the most heavily researched topics today. In addition, education researchers are beginning to devote more and more effort to studies of social interactions in classrooms and schools. These lines of inquiry are also more prevalent today in special education and will continue over the next few years to be major areas of inquiry.

Publication of Reports Critical of Schools

Whenever society wants to invite major social change, schools are entrusted with developing programs or interventions. Schools are held responsible for doing more today than they ever have been, and I frankly believe they are being expected to do too much. In addition to preparing students for work and developing in each individual his or her potential, schools are expected to eradicate poverty, unemployment, racism, sexism,

AIDS, and the use of drugs. Schools stand absolutely no chance of achieving those ends, and they are then criticized when major progress toward those ends is not evidenced. There is considerable recognition in the reports of the need for research.

Changes in the Concept of Special Education Need

Current thought on why an individual needs special education is moving away from the causes residing within the child to an increasing recognition of the relevance of environmental influences and the interaction of these influences with student conditions.

Changed Views About the Rights of Handicapped Individuals

Over the past 10 years, passage of major legislation has led to significant change in the way we view the rights of handicapped students to be educated, specifically in least restrictive environments.

Changes in Patterns of Employment

The past 10 years have also brought major changes in patterns of employment. These changes in turn change the ways in which handicapped students will spend their postschool years. Major questions are being raised, therefore, about the goals of education for handicapped students and about the exact nature and content of the curriculum.

Changes in Incidences of Handicapping Conditions

The incidence of handicapping conditions might be expected to follow the birth rate, and to a certain extent this is true. Yet, the effects of advances in preventive medicine are apparent in the decline in numbers of severely handicapped students. Advances in microelectronics help limit the numbers of sensorilly impaired students who experience educational handicaps. Yet, social and political factors also come into play as evidenced in the very significant increase (129% in the last 5 years) in the numbers of students called learning disabled.

Changes in the Ways in Which Research is Evaluated

It may be a bit tougher to get research published these days, though as Editor of a major journal I have ceased to be amazed at aspects of the review process. Despite the impossibility of predicting how papers will get reviewed, one important shift is clear, at least as far as papers for Exceptional Children are concerned. There is a focus on practical implications of research. Research viewed as having few practical implications is not highly evaluated. And researchers are increasingly being asked to provide evidence for demonstrated efficacy. In the past our journals were clogged with descriptions of treatments, model programs, model interventions, and the like, with little evidence that such things made any difference. Increasingly, authors are being asked to provide data demonstrating that the models they suggest actually make a difference.

Significant Rise in Poverty Among Children and Families

The number of children living in low-income households has risen sharply in the last few years, even though the total number of children has declined. This largely reflects an increase in the number of single parent families. At the same time, federal spending on children and families--especially those with low incomes--has declined in real terms.

Education is One of the Least Research-Supported Professions

There just is not and has not been a national commitment to the support of research in education. We do see some recognition of the need for research in recent reports publicizing the need for educational reform. Glaser (1984) indicated that "Our schools will move beyond risk to obsolescence if the education profession fails to receive the research support that should underlie one of the most critical functions of an advancing society." (p. 9)

Developments in Information Processing

Major developments in information processing are having an impact on research in special education. Electronic generation, storage and delivery of information, and the automation of reference services act to make the generation of research and research reports much simpler and less time consuming. And, as researchers themselves develop better information-seeking behaviors, we see improvements in the quality of research.

The Challenge of Diversity

Educators are faced with a significant challenge: to teach successfully all the diverse children who have become the active concern of the educational system. In the past schools operated on a principle of selection rather than one of instruction. We simply excluded hard to teach students from school. Now we must make it possible for everyone to meet standards of educational performance that once were expected of a much smaller segment of the population.

Characteristics of Research in the Immediate Future

As I indicated earlier, any statement about the future of research is a personal perspective. Given that, I have tried to identify what I think will characterize research in the immediate future.

It Will Be Collaborative

Personnel in universities and large-scale independent research organizations are moving toward a commitment to conduct collaborative research--usually on problems school personnel identify. Research informs practice, but at the same time the experiences and problems of practical application inform research and suggest investigations that lead to development of new theory.

It Will Be Interdisciplinary

The major health, educational, and social problems of this country will not be solved by single discipline research. And the solutions to problems will not be unitary in nature.

It Will Be Naturalistic

There clearly is a move to conducting research in naturalistic settings, yet it is very difficult to do so: In schools, teachers are increasingly reluctant participants in research, and there are obvious obstacles to conducting research in natural settings like families.

It Will Be Intervention Focused

Much of past research in special education has been descriptive. We have described students, categories of students, test performance of specific types of students, and interventions for students. The focus of research is clearly shifting away from descriptions of exceptional learners to the development of appropriate instructional interventions for handicapped students.

It Will Be Conducted in Centers and Large Independent Behavioral Research Organizations

It is becoming increasingly difficult for the individual investigator to conduct the kinds of research that are needed in special education. Centers provide a number of advantages in conducting research. They provide an interactive intellectual environment in which investigators can conduct pilot studies and collaborative research. They provide shared resources which individual investigators could not justify singly; they serve as a magnet for other resources throughout a region and for potential subjects. Large centers facilitate establishment of shared data bases and enable investigators to avoid having to collect new data on isolated problems. McKeachie and Brim (1985) identified a number of characteristics of large scale independent research organizations:

1. They will take on research at sites required by the problem, the design, or the subjects rather than accepting only research that can be done at the home setting.

2. They can address real problems in a real time frame rather than the indefinite time frame of the academic researcher.

3. They can devote whole sections of their organization to a study rather than leave it to the lone researcher.

School Personnel Will Find Most Research of Limited Use to Them

I would prefer not to sound so negative, yet I believe that realistically school personnel will find little quick benefit to them in the research conducted in special education. Howe (1984) raised many questions about the extent to which research was a way to address practical problems. He also reported that, when he asked principals and superintendents, their

replies indicated that they found little of value in most research. Howe indicated that

> People respect research in inverse proportion to their familiarity with the field in which it is done. So, they tend to be enthusiastic about research on the frontiers of biological science, on the origins of the universe, or even on the activities of prehistoric man. But, with such subjects as the family, the effects of television, consumer behavior, or education--they feel free to ignore it, or to regard its findings as either wrong or not applicable to them. (p. 23)

Training of Special Education Researchers Will Improve and Increase

For years college and university training programs have been training special education personnel. For the most part they have been training practitioners--people who will educate handicapped students, who will administer special education programs, or who will train others to teach and administer programs. Occasionally, more recently, and more often by accident than systematic design, we have trained researchers.

The need clearly exists to systematically train researchers who can focus their energies on the problems in special education. We currently expect those who teach handicapped students to do so from a data base or a knowledge base--to employ empirically demonstrated effective interventions with students. The knowledge base for doing so must come from research, yet that knowledge base is lacking. State and local education agencies are also confronted with major empirical questions as they attempt to develop a defensible system for delivery of services to students who experience academic and behavior problems. The present knowledge base does not answer many of the empirical questions nor is there a trained cadre of researchers to carry out the studies necessary to provide needed data. In an era when the effectiveness of screening, preventive programs, early interventions, diagnostic practices, special education regimens, and general educational innovations is being challenged, the need for professionals who can do quality research and translate research into practice is paramount.

Graduate programs at major universities will engage in more extensive efforts to train researchers who can take leadership roles in doing research, integrating research, translating research into practice, and training others to do and translate research. Research training should, and probably will, address five critical needs.

The Need to Train Professionals Who Can Do Quality Research. It is argued that much of the research in special education has neither achieved high quality nor extensive impact upon educational practice. There is a pressing need to give direction to good practice.

One need not look far to document the existence of low-quality research in special education. Our journals contain numerous examples of "bad research." Anyone who has served on a review panel for the U.S. Office of Special Education knows that there are few proposals in which the research plan is adequately conceptualized, the design meets appropriate scientific

standards, and the proposed activity has practical applications and implications.

The Need to Train Professionals Who Can Integrate Research. Much of the research done in special education has been piecemeal and seldom integrated, yet clearly this is beginning to change. Evidence about special education and human development has multiplied beyond the ability of the unaided human mind to comprehend it. Within the last decade methodologists and scientists have developed methods whereby the findings of research can be synthesized and organized into coherent patterns. Yet few individuals in doctoral training programs receive specific training in research integration methods.

We need to train professionals to integrate prior research in such an effective manner that their reviews produce valid implications for practice.

The Need to Train Professionals Who Can Translate Research Into Practice.

There is little doubt that much of the research in special education has significant implications for practice. Yet, too few individuals have expertise in translating into practice the results of their own or others' research. Nowhere is the gap between research and practice more evident than in the proliferation of interventions for handicapped students in the face of sound empirical evidence for the ineffectiveness of those interventions. I believe it may be safely said that while we do not always know precisely what to do in educating handicapped students, we often know what not to do. We have ample empirical evidence that some approaches do not work. At the same time, those approaches are being implemented in widespread fashion, and often at an increasing rate.

The standard model for translation of knowledge into action progresses through developmental phases from research to development to demonstration to implementation to adoption, with each phase dependent on all previous phases. Yet, for the most part, this sequential process rarely happens in special education, largely because interventions are most often instituted in response to societal needs than in response to scientific findings.

We need to educate researchers who can and will address the translation to practice of the findings of their own and others' research.

The Need to Train Policy Researchers. Much of the research in special education has little to say about public policy related to the education of handicapped students. This is precisely because most of those who conduct research relevant to special education have been trained to conduct discipline research rather than policy research.

Decisions regarding changes in policy, organizations, and programs relative to delivery of appropriate educational services to handicapped students are being required of administrators nationwide. Shrinking public resources increasingly necessitate careful decisions based upon solid evidence regarding effectiveness and costs. The need for policy research is clear in areas such as:

1. Provision of service to children in out-of-school placement.

2. Supervision of special education staff.

3. Interagency agreements for special education instruction.

4. Instructionally related services.

5. Staff development needs in special education.

6. The feasibility and effectiveness of an extended school year for severely handicapped students.

7. Status and improvement of services to severely handicapped students in rural areas.

8. Student/teacher ratios.

9. The efficacy of entrance/exit criteria for emotionally disturbed students.

10. Application of technology to delivery of services in rural areas.

11. The feasibility and efficacy of interagency agreements.

These activities are simply illustrative of the necessary policy research questions and issues currently confronting state education agencies.

A new generation of policy developers and analysts must be trained to address the policy issues of services for handicapped students and to improve the translation of research into effective public policy. Special education has been dependent on policy development processes which did not readily accept or understand the issues in the field or the body of knowledge of special education.

Coleman (1972) distinguished between discipline research, designed to add to the knowledge base, and policy research, designed to lead to action and to predict and study the consequences of that action. I believe special education needs to and can use scientific methods to change itself. To do so, I believe special education researchers must be trained in policy research and in translating their research into action.

The Need to Provide Training That Simulates Future Roles. There is need to approximate more closely future research and development roles in research training programs. Some evidence is currently available regarding major predictors of educational research productivity that may be useful to designing advance training programs.

In a study to ascertain the correlates of scholarly productivity, Blackburn, Behymer, and Hall (1978) found that the persons who were productive over their full careers started publishing early in their careers, received their degrees when young, and assumed the habit of

regular output. The work environment was also a critical factor. The most productive persons worked at universities with reputations and press for scholarship.

The effect of early involvement in research and publication during graduate training on later productivity is cited in a number of studies. Clements (1973) found that early publication activity was strongly related to future productivity, the implication being that faculty who are intrinsically motivated, successful, and genuinely interested in research at an early age continue to publish throughout their careers.

Summary

Research in special education is influenced quite directly by volatile social, political, and economic concerns. Thus, it tends to be reactive rather than proactive. Research stems from major social change, as well as from changes in the laws and guidelines that direct practice.

This paper outlined my views on what research might look like in the immediate future, specifying that such research will likely be collaborative, interdisciplinary, naturalistic, and focused on intervention. While individual investigators will continue in their isolated studies, most applied research will be conducted in centers and large-scale research organizations. Major advances are being made in educating professionals who can conduct research. Even more change is evident in the education of people to integrate and translate research findings.

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Section II. United States Statistics on Exceptional Children Served

Programs for the Gifted and Talented in the United States

The following Tables 10, 11, and 12 provide data on Funding for Fiscal Year 1987, State Support Services for Gifted Programs, and Local Educational Services for the Gifted. The data were reported in The 1987 State of the States Gifted and Talented Education Report, The Council of State Directors of Programs for the Gifted, compiled by Woody Houseman of the Kansas State Department of Education. The 1987 State of the States Survey was mailed in April to all state directors for the gifted and the directors for the gifted in the United States Trust Territories. Responses were received from all 50 states, Puerto Rico, and Guam.

Highlights from the Report

- Twenty-five states and Guam presently have mandated services for the education of the gifted/talented. 24 states and Puerto Rico do not have a mandate for services; Delaware does not have a mandate but has gifted programs in all districts within the state.
- Twenty-two states and Puerto Rico do not have a mandate but support discretionary (permissive) programs for the gifted/talented. There is a total of 30 states which either presently have discretionary programs for the gifted/talented or have had discretionary programs in the past.
- The most common component of a state definition for gifted/talented was the component of general intellectual ability.
- The number of gifted/talented students receiving services in each of the states varied greatly as would be expected with the various populations of states. The state of North Dakota had 1,365 students receiving services through the gifted/talented program. The state of California had 219,073 students receiving services in a gifted/talented program. Twelve states did not have data available.
- When requesting information on the number of students identified as gifted/talented from various ethnic groups, the most common response was that the information was not available. This was true of 39 states, plus Puerto Rico and Guam.
- The types of program delivery models for gifted/talented students are quite similar across the country. All states, plus Guam, use the resource room or pull-out program. 43 states, plus Guam and Puerto Rico, use the self-contained classroom model. 45 states, plus Puerto Rico, have regular classroom program plans. 47 states, plus Guam and Puerto Rico, provide independent study. 47 states, plus Guam, have mentorship programs. 42 states, plus Guam, have part-time grouping. 41 states, plus Guam and Puerto Rico, use cluster grouping.
- Eighteen states and Guam reported that there were no state department of education funds used for state department directed/sponsored activities to gifted/talented students. Other states provided between $10,000 and $1,150,000 for state department directed/sponsored activities.
- Between $1,000 and $248,000 were provided through state department funds for gifted/talented activities as pilot programs, conferences, publications, inservice, monitoring, materials, summer opportunities guide, innovative projects, teacher training, etc.
- The specialist(s) for gifted and talented may be located within many sections of state departments of education. The most common section for the gifted program to be housed under was in the Special Education Section.

Table 10
Funding for Fiscal Year 1987

	Alabama	Alaska	Arizona	Arkansas
1. State funds distributed to LEAs for G/T programs	Determined Locally	Not available		$5,907,547
2. First year of state funding for G/T	1971	1972	1977	1984
3. SDE funds used for state department directed/sponsored activities to G/T students	$487,000 advanced placement	-0-	-0-	$1,071,000 (gov. school & other summer programs)
4. SDE funds provided for activities such as conferences/publications	$180,000 pilot programs $898,000 school of fine arts	-0-	-0-	$5,000 All capital AGAT funds
5. Amount of federal funds used by LEA G/T program from state flow-through grants	$161,490 Ch.II Block grants	Cannot be determined	$271,103 Ch. II Block grants	$10,179 Ch. II Block grants
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	Not available			None
7.a. Number of LEAs receiving state funds for G/T programs	104	51	224	333
b. Number of LEAs within state	129	55	224	333
8. Method for distribution of state funds				
a. funds provided through (1) general state education aid (2) categorical aid (3) special funding category for G/T (4) Other	State teacher units addl. allocation	2(through Spec.Ed.)	4(umbrella programs)	1
b. Procedure (1) per pupil weight (2) formula (3) competitive grants (4) Other	Determined Locally after legislature allocates spec. ed. units	2	1	1
c. Funds distributed (1) Similarly to Special Education (2) Identically to Special Education (3) Based on FTE teaching units (4) Based on number of students served (5) ____% of the total program cost (6) Other		2	4	1
9. Additional state funds available for				
a. Transportation	N	Y	N	Y
b. Teacher training	Y		N	
c. Private school tuition	N		N	
d. Evaluation of programs/pupils	N		N	Y
e. Pupil assessment	N		N	
f. Other	Y(adv. placement)		N	
10. Local money reportedly spent on G/T programs	$442,500	Cannot be estimated	Cannot be estimated	Cannot be estimated

Table 10 (continued)

	California	Colorado	Connecticut	Delaware
1. State funds distributed to LEAs for G/T programs	$21,300,000	$200,000	$4,500,000	$1,700,000
2. First year of state funding for G/T	1962	1979	1967	1979
3. SDE funds used for state department directed/sponsored activities to G/T students	-0-	-0-		$10,000(Olympics of Mind) & $108,000 (Gov. school)
4. SDE funds provided for activities such as conferences/publications	$15,000		$13,000 (conferences & pubs)	-0-
5. Amount of federal funds used by LEA G/T program from state flow-through grants	$500,000 Ch.II Migrant Ed. Title VII		$40,000(P.L. 94-142 handicapped G-T)	$90,000 Ch. II Block grant
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T				None
7.a. Number of LEAs receiving state funds for G/T programs	428	22	159	17
b. Number of LEAs within state	1029	176	169	19
8. Method for distribution of state funds				
a. funds provided through (1) general state education aid (2) categorical aid (3) special funding category for G/T (4) Other	3	3	4(state sp. ed. aid)	3
b. Procedure (1) per pupil weight (2) formula (3) competitive grants (4) Other	2	4(invit. grants)	2(30-70% reimb. accor. to dist. wealth)	2
c. Funds distributed (1) Similarly to Special Education (2) Identically to Special Education (3) Based on FTE teaching units (4) Based on number of students served (5) ____% of the total program cost (6) Other	6	6(short term pilots, no ongoing funding)	2	3
9. Additional state funds available for				
a. Transportation		N	Y	N
b. Teacher training		N	Y	N
c. Private school tuition		N	N	N
d. Evaluation of programs/pupils		N	Y	N
e. Pupil assessment		N	Y	N
f. Other		N		N
10. Local money reportedly spent on G/T programs	$6,000,000	cannot be estimated	$4,500,000	cannot be estimated

Table 10 (continued)

	Florida	Georgia	Hawaii	Idaho
1. State funds distributed to LEAs for G/T programs	$68,000,000	$23,339,814	$1,459,300	$2,000,000
2. First year of state funding for G/T	1977	1968	1977	1974
3. SDE funds used for state department directed/sponsored activities to G/T students	-0-	-0-	$230,000 (summer res. programs)	-0-
4. SDE funds provided for activities such as conferences/publications	As needed	-0-	$6,740(inser. monitoring, T.A. & materials)	$1,000 (inservice speakers)
5. Amount of federal funds used by LEA G/T program from state flow-through grants	cannot be determined	$26,224 Ch. II	$59,272 Ch. II Block grants	Unknown
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T		None		None
7.a. Number of LEAs receiving state funds for G/T programs	67	186	7	58
b. Number of LEAs within state	67	186	7	110
8. Method for distribution of state funds				
a. funds provided through	3	3	3	3
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	1	1	2	1.4(80% reimb. of personnel)
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	2,4	1(All Ed. uses same formula)	6(based on total enrollment)	2
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	Y	N	N	Y
b. Teacher training	Y	N	Y	Y
c. Private school tuition	N	N	N	
d. Evaluation of programs/pupils	Y	N	Y	Y
e. Pupil assessment	Y	N	Y	Y
f. Other				
10. Local money reportedly spent on G/T programs	cannot be estimated	cannot be estimated	cannot be estimated	cannot be estimated

Table 10 (continued)

	Illinois	Indiana	Iowa	Kansas
1. State funds distributed to LEAs for G/T programs	$9,039,100	$3,485,000	-0-(funded locally) $7,744,000	$4,716,124
2. First year of state funding for G/T	1963	1980	N/A(funded locally)	1953
3. SDE funds used for state department directed/sponsored activities to G/T students	Not available	$15,400(M/W Tal. Sr.) $35,000(Future Prob. Solving)	-0-	-0-
4. SDE funds provided for activities such as conferences/publications	-0-	$78,000(Wksh. & Sum.Op. Gd.)$42,000(ldrshp. access. program)	-0-	-0-
5. Amount of federal funds used by LEA G/T program from state flow-through grants	$183,108 Ch. II Block grants	$569,147 Ch. II Block grant	$19,000 Ch. II	$5,475 Ch. II Block Grant & Equal Ed. Opportunity $5,400
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T		None	None	None
7.a. Number of LEAs receiving state funds for G/T programs	846	227	216	96
b. Number of LEAs within state	992	305	436	96
8. Method for distribution of state funds				
a. funds provided through	3	2.3	(State appr. of gifted prog. allows for add'l local tax(no distrb. of state funds)	2(Sp.Ed)
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	2	3.4(planning grants avail. to any LEA)		4(equal prop. for all Spec. Ed teachers)
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	6(5% of average daily attendance)	4.6(based on program level & committment		2
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation		N	N	Y
b. Teacher training		N	N	Y
c. Private school tuition		N	N	N
d. Evaluation of programs/pupils	Y	N	N	N
e. Pupil assessment		N	N	N
f. Other				
10. Local money reportedly spent on G/T programs	$15,327,062(as rep. by 57% of districts)	$7,000,000	over $7,743,000	$12,500,000

Table 10 (continued)

	Kentucky	Louisiana	Maine	Maryland
1. State funds distributed to LEAs for G/T programs	$6,100,100	100% of state appropriations	$1,271,612	-0-
2. First year of state funding for G/T	1982	1977	1982	N/A
3. SDE funds used for state department directed/sponsored activities to G/T students	$100,000 (Human. Inst. & Scholar's Program)	None	$25,000(Summer Residential Programs)	$610,000
4. SDE funds provided for activities such as conferences/publications	$20,000(Coord. Conf.& Assoc. for Gifted & Pubs)	$5,000 (Conferences)	$248,000(train.,Pubs., info.dis.,confs., insts. comp.grants,travel,etc.)	$60,000(innov. projs., confs., pubs, & mtgs.
5. Amount of federal funds used by LEA G/T program from state flow-through grants	Not available	None	$43,000 Ch. II Endorsement for Arts	$595,991 Ch. II Block grant
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	Not available	None	$25,000 Ch. II End. for Arts	None
7.a. Number of LEAs receiving state funds for G/T programs	178	64	90	None
b. Number of LEAs within state	178	66	181	24
8. Method for distribution of state funds				N/A
a. funds provided through (1) general state education aid (2) categorical aid (3) special funding category for G/T (4) Other	3	3	1,2,3	
b. Procedure (1) per pupil weight (2) formula (3) competitive grants (4) Other	2	1	2,3	N/A
c. Funds distributed (1) Similarly to Special Education (2) Identically to Special Education (3) Based on FTE teaching units (4) Based on number of students served (5) ____% of the total program cost (6) Other	4		2,5(averages 60% of costs)	N/A
9. Additional state funds available for				
a. Transportation	N	N	Y	N/A
b. Teacher training	N	N	Y	
c. Private school tuition	N	N	N	
d. Evaluation of programs/pupils	N	Y	Y	
e. Pupil assessment	N	Y	Y	
f. Other		Y(sal.gft.teach.)		
10. Local money reportedly spent on G/T programs	$2,800,000	cannot be estimated	cannot be estimated	$13,830,000

Table 10 (continued)

	Massachusetts	Michigan	Minnesota	Mississippi
1. State funds distributed to LEAs for G/T programs	$900,000	$5,981,000	$1,370,780	$8,792,672
2. First year of state funding for G/T	1986	1984	1979	1975
3. SDE funds used for state department directed/sponsored activities to G/T students	$10,000 (leadership training)	$250,000 (summer institute)	-0-	-0-
4. SDE funds provided for activities such as conferences/publications	$100,000 (pubs, seminars, workshops)	-0-	$3,750 (travel & teacher training, pubs, conferences)	-0-
5. Amount of federal funds used by LEA G/T program from state flow-through grants	$50,000 block grants	$470,523 Ch. II Block grants $10,000 Voc.Ed.98-524	$15,800 (T.II Ec.Sec. Demo./Exemp.projs.in math, science & F/L	$46,302 (Ch. II part c)
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T		No spec. amt. but reqs. accptd. & revd.	None	None
7.a. Number of LEAs receiving state funds for G/T programs	100	539	422	128
b. Number of LEAs within state	385	567	434	154
8. Method for distribution of state funds				
a. funds provided through (1) general state education aid (2) categorical aid (3) special funding category for G/T (4) Other	1,3	2	2	1
b. Procedure (1) per pupil weight (2) formula (3) competitive grants (4) Other	2,3	2	2	4(teacher units based on eligible students being served)
c. Funds distributed (1) Similarly to Special Education (2) Identically to Special Education (3) Based on FTE teaching units (4) Based on number of students served (5) ____% of the total program cost (6) Other	4	6(formula based on gen. ed. membership)	4(up to 5% of avg. daily membership	4
9. Additional state funds available for				
a. Transportation		Y	Y	N
b. Teacher training	Y	Y	Y	N
c. Private school tuition		N	N	N
d. Evaluation of programs/pupils		Y	N	N
e. Pupil assessment		Y(teacher	N(college tuition,	N
f. Other		Y salaries)	Y H/S students)	N
10. Local money reportedly spent on G/T programs	cannot be estimated	cannot be estimated	$3,000,000	cannot be estimated

Table 10 (continued)

	Missouri	Montana	Nebraska	Nevada
1. State funds distributed to LEAs for G/T programs	$5,000,000	$95,000	$450,000	$1,623,150
2. First year of state funding for G/T	1974		1967	1973
3. SDE funds used for state department directed/sponsored activities to G/T students	$345,000 (Scholar's Academy)		-0-	$12,000 (Summer residential programs)
4. SDE funds provided for activities such as conferences/publications	$15,000(St.confs. (new teach. w/s, FPSP, pubs)	$1,000 (publications)		-0-
5. Amount of federal funds used by LEA G/T program from state flow-through grants	$100,000 Ch. II	$8,000 (math/science) $68,043(Ch. II)		-0-
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	$43,000 (Teacher Acdmy.)	None		None
7.a. Number of LEAs receiving state funds for G/T programs	200	48	40	9
b. Number of LEAs within state	545	550	960	17
8. Method for distribution of state funds				
a. funds provided through				
(1) general state education aid	1	3	4(equal.gen.state aid & percent over & above)	1
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure				
(1) per pupil weight				
(2) formula	4(non-comp. grant 50% of sal. & instr. materials)	3	1,2	4(unit funding)
(3) competitive grants				
(4) Other				
c. Funds distributed				
(1) Similarly to Special Education	5(50%)	6(competitive grant)	4(10% of total school population)	2
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	Y		N	N
b. Teacher training	N		N	N
c. Private school tuition	N		N	N
d. Evaluation programs/pupils	Y		N	N
e. Pupil assessment	Y		N	Y
f. Other				
10. Local money reportedly spent on G/T programs	$5,000,000	cannot be estimated	cannot be estimated	cannot be estimated

Table 10 (continued)

	New Hampshire	New Jersey	New Mexico	New York
1. State funds distributed to LEAs for G/T programs	$600,000	$200,000		$13,300,000
2. First year of state funding for G/T			1972	1981
3. SDE funds used for state department directed/sponsored activities to G/T students			-0-	$267,000(6 sum.res. prog. in visual & performing arts)
4. SDE funds provided for activities such as conferences/publications	$135,000(tch.trn.) $9,500(g/l at SDE) $2,000(st. survey) $4,000(rev.st.g/l)	$10,000 (state forum & regional workshops)	-0-	$10,000 (travel, pubs, consultants and advisory council)
5. Amount of federal funds used by LEA G/T program from state flow-through grants	Ch. II		-0-	not available
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	None		-0-	None
7.a. Number of LEAs receiving state funds for G/T programs		15		437
b. Number of LEAs within state			88	740
8. Method for distribution of state funds				
a. funds provided through	4(gov.'s initiatives for excell. in education)	4(competitive grants)	1	1
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	3	3	2	2
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	6(criteria varies in grant categories)	6(no grant to exceed $20,000)	6	6($192 x 3% average daily attendance)
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation		N	N	Y
b. Teacher training	Y	N	N	Y
c. Private school tuition		N	N	N
d. Evaluation programs/pupils		N	N	N
e. Pupil assessment		N	N	Y
f. Other		N	N	
10. Local money reportedly spent on G/T programs	cannot be estimated	cannot be estimated	cannot be estimated	$50,000,000

Table 10 (continued)

	North Carolina	North Dakota	Ohio	Oklahoma
1. State funds distributed to LEAs for G/T programs	$17,000,000	$168,243	$11,900,000	Based on Child Count
2. First year of state funding for G/T	1959	1951	1975	1981
3. SDE funds used for state department directed/sponsored activities to G/T students	$785,000 (governor's schools)		$500,000(Gov.'s sch.) $40,000(Essex School for the Gifted)	-0-
4. SDE funds provided for activities such as conferences/publications	$10,000 (summer institutes & pubs)		Not available	State mtg. curr. guide inservice and workshops
5. Amount of federal funds used by LEA G/T program from state flow-through grants	not available	$34,481	$500,000	$135,718
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	Not available		None	None
7.a. Number of LEAs receiving state funds for G/T programs	140	15	350	613
b. Number of LEAs within state	140	33	615	613
8. Method for distribution of state funds				
a. funds provided through	4(non-cat. state aid for excep. children)	2	3	3
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Other				
b. Procedure	1,2	4 per qualified teacher	2	1,2
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	1	2,3	2	4
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	Y	N	N	N
b. Teacher training	Y	N	Y	N
c. Private school tuition	N	N	N	N
d. Evaluation programs/pupils	Y	N	Y	N
e. Pupil assessment	Y	N	Y	N
f. Other				
10. Local money reportedly spent on G/T programs	$2,000,000	cannot be estimated	cannot be estimated	cannot be estimated

Table 10 (continued)

	Oregon	Pennsylvania	Rhode Island	South Carolina
1. State funds distributed to LEAs for G/T programs	$336,375	$23,000,000	$502,500	$15,000,000
2. First year of state funding for G/T	1979	1963	1982	1980
3. SDE funds used for state department directed/sponsored activities to G/T students	(Future Problem Solving Bowl & col. summer prog.)	(Part of Governor's School)		-0-
4. SDE funds provided for activities such as conferences/publications	Dir., confs./ inser. spkr., newsltr & ed. act.	as needed for publications		Conference, printing, consultant travel
5. Amount of federal funds used by LEA G/T program from state flow-through grants	$114,268 Ch. II	$130,000 yearly P.L. 98-377 Title II	$160,000 Ch. II	$46,142 Ch. II 85-86
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	None	$5,000	None	
7.a. Number of LEAs receiving state funds for G/T programs	21	29 ID's +350 SD	40	91
b. Number of LEAs within state	305	29 ID's +501 SD	40	91
8. Method for distribution of state funds				
a. funds provided through	2	2	3	3
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Others				
b. Procedure	3	4(100% excess cost)	4(allocations)	1
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	5(50% or less)	1	6(10% of previous year enrollment)	4
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	Y	Y	N	Y
b. Teacher training	N	N	Y	Y
c. Private school tuition	N	N	N	
d. Evaluation programs/pupils	N	Y	N	
e. Pupil assessment		Y	N	
f. Other				
10. Local money reportedly spent on G/T programs	$4,630,190	cannot be estimated	$1,500,000(30 out of 35 LEAs reporting)	

Table 10 (continued)

	South Dakota	Tennessee	Texas	Utah
1. State funds distributed to LEAs for G/T programs	$2,034,621	$5,800,000	$6,598,000	$875,000
2. First year of state funding for G/T	1976	1972	1985	1980
3. SDE funds used for state department directed/sponsored activities to G/T students	$50,000 (discretionary projects)	$1,150,000 (Summer Residential Programs)	$412,000(FPS, Olympics of the Minds, Gov.'s School)	None (College & Univ. co-sponsor programs)
4. SDE funds provided for activities such as conferences/publications		$150,000(teacher tr., curr. develop., pubs, task forces)	$60,000 (Basic training, conferences & pubs)	$5,000
5. Amount of federal funds used by LEA G/T program from state flow-through grants		Ch. II $244,002	$1,600,000 Ch. II	Used by 9 districts
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T		$7,000		None
7.a. Number of LEAs receiving state funds for G/T programs	194	123	447	40
b. Number of LEAs within state	194	141	1074	40
8. Method for distribution of state funds				
a. funds provided through	2(Sp. Ed.)	4	3	3(1 to begin 87-88)
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Others				
b. Procedure	4(50% for allowable costs)	2	1	1
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other				
c. Funds distributed	2,5(50%)	2	4(5% limit of daily attendance)	6(based on student enrollment)
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	N		Foundation funds may	N
b. Teacher training	Y		be used for anything	N
c. Private school tuition	N		except construction	N
d. Evaluation programs/pupils	Y		or private school	N
e. Pupil assessment	Y		tuition	N
f. Other				N
10. Local money reportedly spent on G/T programs	cannot be estimated	cannot be estimated	cannot be estimated	cannot be estimated

Table 10 (continued)

	Vermont	Virginia	Washington	West Virginia
1. State funds distributed to LEAs for G/T programs	-0-	$11,488,193	$2,520,000	
2. First year of state funding for G/T		1974	1984	
3. SDE funds used for state department directed/sponsored activities to G/T students	$30,000 (governor's institutes)	$2,090,300 (Gov.'s school programs)	$20,000 (State honors awards program)	
4. SDE funds provided for activities such as conferences/publications	Less than $1,000	$1,000(Conf. for program admins. & project TA for gifted	$5,400(newsletter, dir.,end-of-year report, curr. models, survey sum. report conference speakers	
5. Amount of federal funds used by LEA G/T program from state flow-through grants	$120,000 Ch. II	Unknown	$190,843 Ch. II	
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T		$100,000(Ch. II Bl. grants-comp.)	$11,000(Title II Science funds)	
7.a. Number of LEAs receiving state funds for G/T programs	0	140	265	55
b. Number of LEAs within state	249	140	298	55
8. Method for distribution of state funds				
a. funds provided through	No funds provided	3,4(LEA's share of gifted)	3	2
(1) general state education aid				
(2) categorical aid				
(3) special funding category for G/T				
(4) Others		2	2	1
b. Procedure				
(1) per pupil weight				
(2) formula				
(3) competitive grants				
(4) Other		3	6(1% of total population x $336)	2,3
c. Funds distributed				
(1) Similarly to Special Education				
(2) Identically to Special Education				
(3) Based on FTE teaching units				
(4) Based on number of students served				
(5) ____% of the total program cost				
(6) Other				
9. Additional state funds available for				
a. Transportation	No funds provided	Y	Y(aux. services to	
b. Teacher training		Y	Y private school	
c. Private school tuition		N	N students)	
d. Evaluation programs/pupils		Y	Y	
e. Pupil assessment		Y	Y	
f. Other			Y	
10. Local money reportedly spent on G/T programs	cannot be estimated	$20,000,000	$6,200,000	cannot be estimated

Table 10 (continued)

	Wisconsin	Wyoming	Puerto Rico	Guam
1. State funds distributed to LEAs for G/T programs	State-Aid is not categorical	$405,279	$542,445	$413,456
2. First year of state funding for G/T	1985	1981	1974	1979
3. SDE funds used for state department directed/sponsored activities to G/T students	$25,000	None		None
4. SDE funds provided for activities such as conferences/publications	$3,747			None
5. Amount of federal funds used by LEA G/T program from state flow-through grants	Unknown		$2,789 Ch. II	Ch. II $123,814
6. Federal(SDE Administrative Discretionary) funds used toward funding G/T	Ch. II $25,000	$10,000-$15,000	None	$123,814
7.a. Number of LEAs receiving state funds for G/T programs	432	30		Statewide
b. Number of LEAs within state	432	49		
8. Method for distribution of state funds				
a. funds provided through (1) general state education aid (2) categorical aid (3) special funding category for G/T (4) Others	1	3	3	3
b. Procedure (1) per pupil weight (2) formula (3) competitive grants (4) Other	1,2		3	4
c. Funds distributed (1) Similarly to Special Education (2) Identically to Special Education (3) Based on FTE teaching units (4) Based on number of students served (5) ____% of the total program cost (6) Other	4,5(42.7%)	4	5	3
9. Additional state funds available for				
a. Transportation	Y	Y	Y	N
b. Teacher training	Y	N	Y	Y
c. Private school tuition	N	N	N	N
d. Evaluation programs/pupils	Y	N	Y	N
e. Pupil assessment	Y	Y	Y	N
f. Other				N
10. Local money reportedly spent on G/T programs	cannot be estimated	$405,279	State funds	State & local are combinec

Key

Y - Yes
N - No

Table 11
State Support Services for Gifted Programs

	Alabama	Alaska	Arizona	Arkansas
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,d,e,(1.0)f (enrollment in post secondary institutions)	a,d,e(.15 FTE) (criteria for excellence for G/T programs)	a,b,e(1.0)	a,b,c,d,e,(3 FTE)f
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	d,e,f,g,h	a-h	d,f,g,h	d-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	b,e (resource material)	c,e (regulations)	b,c	b
5. SDE evaluate each G/T program: how often?	N	N	N	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,c,d,e (monitoring every 3 yrs. spec ed compliance)	e (regulations)	None	b(includes identification),d
7. SDE completed formal statewide evaluation.	N	N	N	N
8. Local programs required to evaluate own programs: how often?	N	N	N	Y(Annually)
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	Y 1,2,5 (competency tests)	Y 5(completion of approved univ. program)	Y 1,2,3,4,5 (experience & practicum)	N(pending approval 18 graduate hours)
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	N	Y 25 make recommendations	Y 9 cons. probs., determ. need, select outstdg. programs & make annual reprt.
11. Where specialist(s) for G/T located.	Student instruc. services program for exceptional children & youth	Office for Special Services	School Improvement Unit	Sp Education
12. State first developed position for G/T coordinator.	1976	1978	1986	1980
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d	a,b,c	a,b,c,e (parents)	a,b,c,d

Table 11 (continued)

	California	Colorado	Connecticut	Delaware
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,c,d,e(3FTE),f	a,c,d,e(1.5 FTE),f	a,d,e(2.0 FTE),f	a,e(1.0 FTE)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	a-h	c-h	a-h	a-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a-e (Books)	b,c	b,c,d,e (descriptive booklets on specific topics)	b,c,d
5. SDE evaluate each G/T program: how often?	Y(every 3 yrs.)	N	N	Y(every 5 yrs.)
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,c,d,e (teacher competencies & needs based staff develop)	e(state accreditation standards)	a,b,c,d	b
7. SDE completed formal statewide evaluation.	Y	N	N	N
8. Local programs required to evaluate own programs: how often?	Y Annually	Y(every 5 yrs.)	Y(annually)	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N (staff development)	N(change to be effective 1990)	N (future regulations will require number of graduate hrs.)	Y 1.5(2 years teaching exp.)
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	Y 16	Y 30 provide information on critical issues	Y 34 share information and advice
11. Where specialist(s) for G/T located.	Instruc. Support Serv. Division, Gifted & Talented Ed Unit	Curriculum & Instruction Unit	Bureau of Sp Ed	Sp Education
12. State first developed position for G/T coordinator.	1962	1966	1966	1986
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c	a,b,c	a,b,c,d,e (parents)	a,b,c

Table 11 (continued)

	Florida	Georgia	Hawaii	Idaho
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,d,e(1.0 FTE),f	a,b,c,d,e(3.0 FTE),f	a,c,d,e(2.0 FTE),f	a,d
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	a-h	a-h	a-h	a,d,f,g,
3. State guidelines/approval criteria available.	Y	Y	Y	N
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	b	a,b	a-d	b,c,d
5. SDE evaluate each G/T program: how often?	Y(every 3 yrs.)	Y(every 3 yrs.)	N	Y(every 3 yrs.)
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,c,d	a,b,c,d	a,b	a,b
7. SDE completed formal statewide evaluation.	N	Y	Y	Y
8. Local programs required to evaluate own programs: how often?	Y	Y(every 3 yrs.)	Y Annually	N
9. (A) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	Y 1,3	Y 1	N inservice training thru National, State & local level	N standard teaching certification
10. (A) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y 14	N	Y 35 members advisory to DOE	N
11. Where specialist(s) for G/T located.	Special Education	Special Education	Gen Ed Branch, Soc. Studies/Arts, Sec.	Sp Education
12. State first developed position for G/T coordinator.	1973	1958	1975	1974-81(5 FTE)
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d,e (parents)	based on requests	a,b,c,d	a

Table 11 (continued)

	Illinois	Indiana	Iowa	Kansas
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,b,d,e(2.0 FTE),f,g (gifted ed in Illinois report)	d,e(3.0 FTE),g (waivers where conflict w/curriculum & graduation rules)	a,d,e(1.0 FTE),f	a,b,d,e(6 FTE)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	a,b,c,e,f,g,h	a,c-h	b-h	a,b,d,f,g,h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	b	b,c,d	b	a-d
5. SDE evaluate each G/T program: how often?	N	Y(twice per yr.)	N	Y(every 3 yrs.)
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,d,e (appropriate objectives, activities & eval.)	a,b,d	a,b,d,e	a,b,c,d
7. SDE completed formal statewide evaluation.	Y	Y	N	N
8. Local programs required to evaluate own programs: how often?	Y Annually	Y Annually	Y Annually	Y Annually
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N (3 semester hrs. & approved trng. inst.)	N(Endorsement is encouraged)	N(must be cert. for grade level or subject area	Y 2
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y 7 provide advice	Y 14 make recommendations	N	N
11. Where specialist(s) for G/T located.	Curriculum Improvement & Support	Center for school improvement & performance	Bureau of Instruction & Curriculum	Special Education Admin.
12. State first developed position for G/T coordinator.	1963	1974	1973	1957
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,e (educational service centers)	a,b,c	e(area education agency, G/T consultants & contract people)	a,b,c,d

Table 11 (continued)

	Kentucky	Louisiana	Maine	Maryland
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,d,e(3 FTE),f	a,b,c,d,e(1 FTE),f	a,d,e(2 FTE),f	a,e(2 FTE),f
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	c-h	b,d-h	a,d-h	a-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a-d	b (programmatic & assessment)	a-d,e	b,d,e (brochure on summer centers)
5. SDE evaluate each G/T program: how often?	Y(every 5 yrs.)	Y(every 3 yrs.)	N	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,d	a,b,c,d	a,b,d	Yes
7. SDE completed formal statewide evaluation.	Y	N	N	N
8. Local programs required to evaluate own programs: how often?	Y Annually	Y Annually	Y Annually	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	Y 12 hr. G/T endorsement	Y 1.5 (talent certification)	N 2 yr. teaching & State institute	N
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y 11 review & evaluate programs, make suggestions	Y 11 Spec. Ed. Advisory	Y 15 recommend and assist board, program & organizations	N
11. Where specialist(s) for G/T located.	Curriculum	Office of Special Education	Sp Education	Div. of Instruction
12. State first developed position for G/T coordinator.	1977	1977	1980	1975
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c	a,b,c,d,e (parents & students)	a,b,c	c

Table 11 (continued)

	Massachusetts	Michigan	Minnesota	Mississippi
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,c,d,e(2 FTE),f	a,b,c,d,e(1.5 FTE),f	a,b,c,d,e(1 FTE),f	a,c,d,e(3 FTE),g (appointment of state activities committee)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	a,c-h	d-h	a-h	a-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a,c,d	a,b,c	b,e (learner outcomes & review of research)	b,c
5. SDE evaluate each G/T program: how often?	N	Y(ann.rev.of f/a)	N	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	Yes	a,b,c,d,e	d	a,b,d
7. SDE completed formal statewide evaluation.	N	N	Y	N
8. Local programs required to evaluate own programs: how often?	Y Annually	Y Ongoing	N	Y(as specified in local plan)
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N	N inservice under local control	N no specific requirement	Y 1,2,3
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y formulate funding guidelines	Y 6 advise	Y 20 advise program specialist	Y 18 advise State Board on issues/concerns
11. Where specialist(s) for G/T located.	Curr. & Instr.	School Program Servs./ Instruc. Spec. Program/ Curr. Develop.	Instr. Effect.	Bureau of Sp. Serv.
12. State first developed position for G/T coordinator.	1986	1972	1960	1975
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b	a,b,c,d	a,b,c,d	No

Table 11 (continued)

	Missouri	Montana	Nebraska	Nevada
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,d,e(2 FTE),f	a,c,d,e,f	a,d,e(5 FTE)	a,b,c,d
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	a-h	a-h	a,d,f,g,h	a-h
3. State guidelines/approval criteria available.	Y	N		Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a,b,c	a,c,e legislation biblio. & ins. training manual	b,c,d	b,c,d (parent advisory board)
5. SDE evaluate each G/T program: how often?	Y(every 3 yrs.)	N	Y on paper twice/yr.	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,c,d,e (pupil teacher ratio curriculum)	e(competitive grant objectives)	a,b	No
7. SDE completed formal statewide evaluation.	N	N	Y	N
8. Local programs required to evaluate own programs: how often?	Y Annually	N	Y Annually	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N teaching certificate at grade level	N none specific	Y 2	Y Elem. Sec. of Spec. Ed.
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	N	Y 18 advise state board	N
11. Where specialist(s) for G/T located.	Division of Instruction	Educational Services	Curriculum	Special Education
12. State first developed position for G/T coordinator.	1974	1979	Early 70's	1971
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d,e	a,b,c,d,e(business consortium, comm. serv. clubs, parents, and univ. personnel	a,b,c,d	None

Table 11 (continued)

	New Hampshire	New Jersey	New Mexico	New York
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	b,d,e(1 FTE),f,g (G/T policies & procedures)	a,e(1.4)	a,d,e(1.0 FTE)	a,d,e(1 FTE),f
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	a-h	a,b,e,f,g	f,g,h	c-h
3. State guidelines/approval criteria available.	Pres. being updated	N	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	b,c,d,e in process	a,c,e state survey	b	b,c,d
5. SDE evaluate each G/T program: how often?	N	Y(every 3 yrs.)	Y 3 yr. cycle	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	e(focus on enhancement of programs)	No		No
7. SDE completed formal statewide evaluation.	N	N		N
8. Local programs required to evaluate own programs: how often?	N	N	N	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N in process	N determined by LEA	Y 2	N teacher certification
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y identify priorities for funding	Y 17 advise commissioner & assist consultant	N	Y 18
11. Where specialist(s) for G/T located.	Div. of Spec. Servs. future to Div. of Inst.	Gen Academic Education	Special Education	Division for Program Development
12. State first developed position for G/T coordinator.	1983	1970	Not a specific position	mid 1950's
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d,e (School Board members & interested community members)	No		a,b,c,d

Table 11 (continued)

	North Carolina	North Dakota	Ohio	Oklahoma
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,b,c,d,e(1 FTE),f	a,d,e(.1)	a,b,c,d,e(1 FTE),f	a,d,e(4 FTE)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	d-h	a,b,e,f	c-h	a-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a,b,c,	b,c,d	a,b,c,e (Summer School Pub)	a-e (curriculum guide)
5. SDE evaluate each G/T program: how often?	N Mod. avail. f/schs.	Y Ann.bsd.min.stds.	Y 50/yr.	Y Annually
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,b,c,d	b	a,b,c,d,e (teacher questions)	a,b,d
7. SDE completed formal statewide evaluation.	N	N	N	N
8. Local programs required to evaluate own programs: how often?	Y compliance rules & regs.		N	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	Y 1,2	Y 1	Y 1	N inservice and/or college hours
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	N	Y 15 advised superintendent	N
11. Where specialist(s) for G/T located.	Special Education	Special Education	Special Education	Gifted/ Talented Section
12. State first developed position for G/T coordinator.	1959	1978	1959	1975
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d		a	a,b,c,d,e (parents)

Table 11 (continued)

	Oregon	Pennsylvania	Rhode Island	South Carolina
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,c,d,e(25 FTE),f	a,c,d	a,d,e(1.0),g	a,d,e
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	a,d-h		a-h	d-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	c,d	b	b,c,d	b
5. SDE evaluate each G/T program: how often?	Y Ann.pap.eval.only	Y every 3 yrs.	N	Y
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	No	b,d	a,b,c,d	No
7. SDE completed formal statewide evaluation.	N	Y	Y	Y(ongoing mandated)
8. Local programs required to evaluate own programs: how often?	Y Annually	N	Y Annually	N
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N	N (regular ed training)	N None	N
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	Y 12 appr. grant prop.,rev.pgr. & act. & ser. as pgr. mons.	N	Y 15 advise commissioner	Y
11. Where specialist(s) for G/T located.	Sp Education		Division of Spec. Populations	Office of Gen. Ed. Curriculum Section
12. State first developed position for G/T coordinator.	1979	1965-80	1983	1974
13. SDE sponsored inservice training for (a) teachers of the gifted; (b. regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d,e (parents)	No	a,b,c,d	a,c

Table 11 (continued)

	South Dakota	Tennessee	Texas	Utah
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,d,e(1 FTE)	a,d,e,f	a,d,e(2.0 FTE),f	a,d,e(1.0 FTE)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	d-h	a,c	a,d-h	a-h
3. State guidelines/approval criteria available.	Y	N	Y	N
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a,b,e (numerous ref materials)		b	b
5. SDE evaluate each G/T program: how often?	Y e/4yrs.s/e compl.	N	N	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	b	a,d	No	No
7. SDE completed formal statewide evaluation.	N	N	Y	N
8. Local programs required to evaluate own programs: how often?	N	N	Y Ann. by req. of commissioner	Y Annually
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	Y 1,5 (Spec. Ed. endorsement)	Y 1	N Local control	N endorsement at Elem., Sec. or Sp. Ed. not mandatory
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	Y 14 advise SDE	N	Y 12 advise State Board of Education Curriculum
11. Where specialist(s) for G/T located.	Section for Special Education Division of Ed.	Special Education	Division of G/T Ed (Special Program Dept.)	
12. State first developed position for G/T coordinator.	1978	1981	1976	1972
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,d,e (parents)	a,b,c	a,b,c	a,b,c

Table 11 (continued)

	Vermont	Virginia	Washington	West Virginia
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	e(.5 FTE),f,g (resolution from legislature)	a,b,c,d,e(2 FTE)	a,d,e(1 FTE)	a,d,e(.6 FTE),f
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	d-h	a-h	a-h	c-h
3. State guidelines/approval criteria available.	N	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	b	b,c,e (local plans)	b,c,d	b,e (Comprehensive report on g/t
5. SDE evaluate each G/T program: how often?	N	Y(a/p/r-e/5yrs.ad.rv.)	Y by dist. request	N
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	No	a,d,e	b	Yes
7. SDE completed formal statewide evaluation.	N	N	1984	N
8. Local programs required to evaluate own programs: how often?	N	Y 5 yrs.	N	
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N Elem. or Sec. certification only	N local training for staff	N reg. teacher certification	Y 1,2
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	Y 25 advise CSSO & St. Board & assess progress	Y 15 advise SEA	N
11. Where specialist(s) for G/T located.	Curr. & Instruction	Div for Humanities and Sec. Admin.	Support Services	Special Education
12. State first developed position for G/T coordinator.	1983	1973	1974	1979
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.	a,b,c,e (parents)	a,b,c,d,e guidance counselors & gov. school admin. & faculty	a,b,c,d,e (parents)	a,b,c,e (parents)

Table 11 (continued)

	Wisconsin	Wyoming	Puerto Rico	Guam
1. State has recognized G/T education through (a) legislation; (b) public endorsement or proclamation by governor; (c) public endorsement by chief state school officer; (d) funding; (e) assignment of staff in G/T leadership positions; (f) policy or position statement by State BOE supporting G/T; (g) other.	a,c,d,e(1.0 FTE),f	a,d,e(.5 FTE),f	a,d	a,b,c,d,e(3 FTE)
2. SDE specialist facilitates advocacy through (a) communication with state legislators; (b) contacts with U.S. congressmen and senators; (c) contacts with businessmen; (d) coordinated efforts with professional education association; (e) involving personnel and/or subject matter/curriculum from other categorical programs; (f) involving institutions of higher education; (g) involving regional and statewide G/T groups and associations; (h)involvement of parents.	a,c-h	d-h	e,f,g	a,c-h
3. State guidelines/approval criteria available.	Y	Y	Y	Y
4. Written materials available (a) flyers; (b) guidelines; (c) directory of gifted talented programs; (d) descriptions of local gifted talented programs; (e) others.	a,b,d (Resource & Planning Guide)	a,b,e	a,b,c,d	a-d
5. SDE evaluate each G/T program: how often?	Y ev/5yrs. beg. 1980	Y e/3yrs.t/accred.	Y Annually	Y Annually
6. SDE monitor local G/T programs criteria for state approval (a) identification; (b) program standards; (c) program facilities; (d) expenditure of funds; (e) other.	a,e	No	a,b,c,d	No
7. SDE completed formal statewide evaluation.	N	N	Y	Y
8. Local programs required to evaluate own programs: how often?	N	N	Y Annually	Y Annually
9. (a) SDE certification requirements; (b) if no, what required; (c) certification requirements based on (1) number of graduate hours; (2) competencies; (3) inservice hours; (4) attendance at conferences; (5) other.	N None	N None 1966 teachers must take one course	Y 1,2,3,4,5 (workshops)	N 2 wks. of training each school year
10. (a) State advisory committee or study commission by G/T; (b) if yes, size and purpose.	N	N	Y 10 planning flw-up & eval	N
11. Where specialist(s) for G/T located.	School Improvement	Curr. & Instruction	Spec. Ed. & Ed. of Gifted	Special Education
12. State first developed position for G/T coordinator.	1976	Early 70s		1977
13. SDE sponsored inservice training for (a) teachers of the gifted; (b) regular education teachers; (c) administrators; (d) support staff; (e) others.		a,b,c,d	a,b,c,d,e (parents)	a,b,c,d,e (parents)

Key

Y - Yes
N - No

Table 12
Local Educational Services for the Gifted

	Alabama	Alaska	Arizona	Arkansas
1. Total number of G/T students receiving services	16,834	3,854*	20,000*	19,928*
*number estimated				
N/A-data not available				
2. Total public school enrollment	N/A	103,124(85-86)	595,793(85-86)	437,438
3. Percent of G/T students by ethnic group		N/A		N/A
a. Black	7		4	
b. White	86		67	
c. Asian/Pacific	1		1	
d. Hispanic	1		22	
e. American Indian/Alaskan Native	1		6	
f. Other	1(non-English speaking)			
N/A - information not available				
4. Types of delivery models used	a-m	a-m	a-j-l-m	a-l
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				Districts are encouraged to give particular attention to these groups.
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				No special provisions.
a. Culturally and racially diverse	ND	SP	ND	
b. Low socioeconomic	SP	ND	ND	
c. Rural	SP	SP	ND	
d. Handicapped	SP	SP	ND	
e. Female	ND		ND	
f. Underachievers	ND	ND	ND	
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	1
b. Student program placement procedures	1	1	2	1
c. Multidisciplinary selection teams	2	1	3	1
d. Regular education program modifications	2	2	3	1
e. Written program description relating to each student's needs and abilities	1	1	3	1
f. Adaptations of learning environment	2	2	3	2
g. Use of higher level and critical thinking skills	2	3	3	2
h. Program management plan	1	2	3	2
i. Inservice training plan	2	2	3	1
j. Provisions for program evaluation	1	2	3	1
k. Adaptations of curriculum	2	3	3	1

Table 12 (continued)

	California	Colorado	Connecticut	Delaware
1. Total number of G/T students receiving services	219,073	N/A	19,000*	3,815
*number estimated				
N/A-data not available				
2. Total public school enrollment	4,325,000		465,000	94,114
3. Percent of G/T students by ethnic group		N/A	N/A	N/A
a. Black	5			
b. White	60			
c. Asian/Pacific	19.5			
d. Hispanic	18			
e. American Indian/Alaskan Native	.5			
f. Other	2			
N/A - information not available				
4. Types of delivery models used	a-n (International Baccalaureate)	a-m	a,c,n(summer residental program)	a-m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	ND (Target areas for	LP	State required non-	ND
b. Low socioeconomic	ND special id.)	LP	discriminatory test-	ND
c. Rural	ND	LP	ing and ID based on	ND
d. Handicapped	ND	LP	potential for high	ND
e. Female	ND	LP	achievers	ND
f. Underachievers	ND	LP		ND
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	2	1	2
b. Student program placement procedures	1	2	1	2
c. Multidisciplinary selection teams	1	2	1	2
d. Regular education program modifications	1	2	2	2
e. Written program description relating to each student's needs and abilities	2	2	3	3
f. Adaptations of learning environment	1	2	2	3
g. Use of higher level and critical thinking skills	1	2	2	2
h. Program management plan	1	2	1	3
i. Inservice training plan	1	2	2	2
j. Provisions for program evaluation	1	2	1	2
k. Adaptations of curriculum	1	2	1	2

Table 12 (continued)

	Florida	Georgia	Hawaii	Idaho
1. Total number of G/T students receiving services	47,463	38,000	15,193*	2,510(85-86)
*number estimated				
N/A-data not available				
2. Total public school enrollment	1,607,320		165,000	204,000
3. Percent of G/T students by ethnic group		N/A	N/A	N/A
a. Black	2			
b. White	92			
c. Asian/Pacific	2			
d. Hispanic	2			
e. American Indian/Alaskan Native	2			
f. Other				
N/A - information not available				
4. Types of delivery models used	a-m	a,b,d,e,j,h (facilitator)	a,b,d,e,f,h,i,j,l,m	a,c,d,e,h,i,j,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations	Same rules apply to all populations			
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse		SP	SP	None
b. Low socioeconomic		SP	SP	
c. Rural		ND	SP	
d. Handicapped		SP	ND	
e. Female		ND	ND	
f. Underachievers		ND	SP	
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	1
b. Student program placement procedures	1	1	1	
c. Multidisciplinary selection teams	1	3	3	1
d. Regular education program modifications	2	3	2	
e. Written program description relating to each student's needs and abilities	1	1	2	1
f. Adaptations of learning environment	2	3	3	2
g. Use of higher level and critical thinking skills	1	1	1	2
h. Program management plan	1	3	2	
i. Inservice training plan	1	3	1	2
j. Provisions for program evaluation	1	1	1	1
k. Adaptations of curriculum	1	1	1	2

Table 12 (continued)

	Illinois	Indiana	Iowa	Kansas
1. Total number of G/T students receiving services	86,000*	27,800*	8,600*	11,786*
*number estimated				
N/A-data not available				
2. Total public school enrollment	2,175,472	964,885	485,686	391,786
3. Percent of G/T students by ethnic group	FY 86	N/A		N/A
a. Black	16		3	
b. White	74		94	
c. Asian/Pacific	5		1	
d. Hispanic	5		1	
e. American Indian/Alaskan Native	1		1	
f. Other				
N/A - information not available				
4. Types of delivery models used	a-m	a-m	a-c-n(summer programs)	a-m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	ND	ND	LP	LP
b. Low socioeconomic	ND	ND	ND	LP
c. Rural	ND	ND	ND	LP
d. Handicapped	ND	ND	ND	SP
e. Female	ND	ND	ND	ND
f. Underachievers	ND	ND	ND	LP
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	1
b. Student program placement procedures	2	1	1	1
c. Multidisciplinary selection teams	1	1	2	1
d. Regular education program modifications	2	2	2	1
e. Written program description relating to each student's needs and abilities	3	3	1	1
f. Adaptations of learning environment	2	2	2	1
g. Use of higher level and critical thinking skills	2	1	2	2
h. Program management plan	2	2	1	3
i. Inservice training plan	2	1	1	2
j. Provisions for program evaluation	1	1	1	1
k. Adaptations of curriculum	2	1	2	3

Table 12 (continued)

	Kentucky	Louisiana	Maine	Maryland
1. Total number of G/T students receiving services	25,000*	14,000*	N/A	54,000*
*number estimated				
N/A-data not available				
2. Total public school enrollment		750,000	211,752	665,838
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	
a. Black				13.6
b. White				78
c. Asian/Pacific				6.9
d. Hispanic				1.4
e. American Indian/Alaskan Native				1
f. Other				
N/A - information not available				
4. Types of delivery models used	a-j,l,m	a,b,e,h,k	a,c-g,j-n (college coursework)	a-j,l,m,n(magnet schools)
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	ND	SP	ND	
b. Low socioeconomic	ND		ND	
c. Rural	ND		ND	
d. Handicapped	ND		ND	
e. Female	ND		ND	
f. Underachievers	ND		ND	
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	2
b. Student program placement procedures	2	1	1	2
c. Multidisciplinary selection teams	2	1	1	3
d. Regular education program modifications	2	2	1	2
e. Written program, description relating to each student's needs and abilities	3	1	1	3
f. Adaptations of learning environment	2	1	1	2
g. Use of higher level and critical thinking skills	1	2	1	2
h. Program management plan	2	1	1	2
i. Inservice training plan	2	2	1	2
j. Provisions for program evaluation	2	1	1	2
k. Adaptations of curriculum	2	1	1	

Table 12 (continued)

	Massachusetts	Michigan	Minnesota	Mississippi
1. Total number of G/T students receiving services	N/A	119,708	55,171	14,145
*number estimated				
N/A-data not available				
2. Total public school enrollment	846,430	1,596,035	699,215	498,639
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	N/A
a. Black				
b. White				
c. Asian/Pacific				
d. Hispanic				
e. American Indian/Alaskan Native				
f. Other				
N/A - information not available				
4. Types of delivery models used	a-m	a-m	a-n(college courses which are reimbursed)	a,c,d,e,f,h,i,j,k,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations	All strongly encouraged by state policy			
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse		LP	LP	SP
b. Low socioeconomic		LP	LP	SP
c. Rural		LP	LP	ND
d. Handicapped		LP	LP	SP
e. Female		LP	LP	ND
f. Underachievers		LP	LP	ND
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	2	2	1	1
b. Student program placement procedures	2	2	2	2
c. Multidisciplinary selection teams	2	2	1	1
d. Regular education program modifications	2	2	1	2
e. Written program, description relating to each student's needs and abilities	2	2	3	1
f. Adaptations of learning environment	2	2	1	2
g. Use of higher level and critical thinking skills	2	2	1	2
h. Program management plan	2	2	1	1
i. Inservice training plan	2	2	1	1
j. Provisions for program evaluation	2	2	1	1
k. Adaptations of curriculum	2	2	1	2

Table 12 (continued)

	Missouri	Montana	Nebraska	Nevada
1. Total number of G/T students receiving services	16,000*	4,500*	19,000*	5,321
*number estimated				
N/A-data not available				
2. Total public school enrollment	800,000	154,072	267,139	161,239
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	N/A
a. Black				
b. White				
c. Asian/Pacific				
d. Hispanic				
e. American Indian/Alaskan Native				
f. Other				
N/A - information not available				
4. Types of delivery models used	a-m	a-m	a-m	a,c-k,n
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	LP	ND		SP
b. Low socioeconomic	LP			SP
c. Rural	ND	ND		
d. Handicapped	LP	ND		
e. Female	LP			
f. Underachievers	LP	ND		
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	1
b. Student program placement procedures	1	2	1	1
c. Multidisciplinary selection teams	1	2	1	2
d. Regular education program modifications	2	2	1	2
e. Written program description relating to each student's needs and abilities	2	2	1	2
f. Adaptations of learning environment	2	2	1	2
g. Use of higher level and critical thinking skills	2	2	1	2
h. Program management plan	2	2	1	2
i. Inservice training plan	2	2	1	2
j. Provisions for program evaluation	1	2	1	2
k. Adaptations of curriculum	1			

Table 12 (continued)

	New Hampshire	New Jersey	New Mexico	New York
1. Total number of G/T students receiving services	N/A	111,190	5,063*	125,000*
*number estimated				
N/A-data not available				
2 Total public school enrollment	N/A	1,127,630		2,700,000
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	N/A
a. Black				
b. White				
c. Asian/Pacific				
d. Hispanic				
e. American Indian/Alaskan Native				
f. Other				
N/A - information not available				
4. Types of delivery models used	a,c-m	a-j,l-n (consortia, convocations, Olympics of the Mind, Future Problem Solving)	a-d,h-k	a,b,d,e,g,i,j,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	LP (optional)		SP	LP
b. Low socioeconomic	LP		ND	LP
c. Rural	LP		ND	ND
d. Handicapped	LP		SP	LP
e. Female	LP		ND	LP
f. Underachievers	LP		ND	ND
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	3	2	1	2
b. Student program placement procedures	2	2	1	2
c. Multidisciplinary selection teams	3	2	1	2
d. Regular education program modifications	2	2	1	2
e. Written program description relating to each student's needs and abilities	2	3	1	3
f. Adaptations of learning environment	2	3	2	2
g. Use of higher level and critical thinking skills	2		2	2
h. Program management plan	2	2	2	2
i. Inservice training plan	2	2	2	2
j. Provisions for program evaluation	2	2	2	2
k. Adaptations of curriculum	2	2	2	2

Table 12 (continued)

	North Carolina	North Dakota	Ohio	Oklahoma
1. Total number of G/T students receiving services	62,329	1,365	50,000*	38,084
*number estimated				
N/A-data not available				
2. Total public school enrollment	1,391,000	200,000	1,800,000	592,237
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	
a. Black				45
b. White				87.75
c. Asian/Pacific				1.53
d. Hispanic				.76
e. American Indian/Alaskan Native				4.77
f. Other				4
N/A - information not available				
4. Types of delivery models used	a-m	a,c,d	a-m	a-j,l,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	SP	ND	ND	LP
b. Low socioeconomic	SP	ND	ND	LP
c. Rural	SP	ND	ND	LP
d. Handicapped	SP	ND	ND	LP
e. Female	ND	ND	ND	LP
f. Underachievers	SP	ND	ND	LP
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	2	1	1
b. Student program placement procedures	1	2	1	1
c. Multidisciplinary selection teams	1	2	1	2
d. Regular education program modifications	1	2	1	1
e. Written program description relating to each student's needs and abilities	1	2	2	2
f. Adaptations of learning environment	1	2	2	1
g. Use of higher level and critical thinking skills	2	2	2	2
h. Program management plan	1	2	2	2
i. Inservice training plan	1	2	2	1
j. Provisions for program evaluation	2	2	2	2
k. Adaptations of curriculum	2	2	2	1

Table 12 (continued)

	Oregon	Pennsylvania	Rhode Island	South Carolina
1. Total number of G/T students receiving services	15,338	78,000*	5,200*	35,264
*number estimated				
N/A-data not available				
2. Total public school enrollment	431,135		134,150	611,978
3. Percent of G/T students by ethnic group	N/A	N/A		N/A
a. Black			2.9	
b. White			92.65	
c. Asian/Pacific			2.5	
d. Hispanic			1.68	
e. American Indian/Alaskan Native			.23	
f. Other				
N/A - information not available				
4. Types of delivery models used	a-n(fast-paced dual enrollment)	a-f,h-m	a-g,i,l,m	a,b,g,i,j,l,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations	OAR's require specific efforts to identify students			
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse		SP	SP	ND
b. Low socioeconomic		SP	SP	ND
c. Rural			SP	ND
d. Handicapped		SP	SP	ND
e. Female			SP	ND
f. Underachievers			SP	SP
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	1
b. Student program placement procedures	1	1		1
c. Multidisciplinary selection teams	1	1	1	2
d. Regular education program modifications	2	1	1	2
e. Written program description relating to each student's needs and abilities	2	1	2	2
f. Adaptations of learning environment	2	1	2	2
g. Use of higher level and critical thinking skills	2	1	2	1
h. Program management plan	1	1	1	2
i. Inservice training plan	2	2	2	2
j. Provisions for program evaluation	1	2	1	1
k. Adaptations of curriculum	2	1	2	2

Table 12 (continued)

	South Dakota	Tennessee	Texas	Utah
1. Total number of G/T students receiving services	4,791*	13,852	113,000	10,000 12,000
*number estimated				
N/A-data not available				
2. Total public school enrollment	124,767	800,000		400,000
3. Percent of G/T students by ethnic group	N/A	N/A	N/A	N/A
a. Black				
b. White				
c. Asian/Pacific				
d. Hispanic				
e. American Indian/Alaskan Native				
f. Other				
N/A - information not available				
4. Types of delivery models used	a-k	a-m	a-m	a-l
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	SP	ND	ND	ND
b. Low socioeconomic	SP	ND	ND	ND
c. Rural			ND	ND
d. Handicapped	SP	SP	ND	ND
e. Female		ND	ND	ND
f. Underachievers	SP	ND	ND	ND
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	1	1	2
b. Student program placement procedures	1	1	1	2
c. Multidisciplinary selection teams	1	1		2
d. Regular education program modifications	1	2	2	2
e. Written program description relating to each student's needs and abilities	1	1		1
f. Adaptations of learning environment	1	2	2	2
g. Use of higher level and critical thinking skills	3	2	2	2
h. Program management plan	1	2	2	2
i. Inservice training plan	1	2	2	2
j. Provisions for program evaluation	1	2	2	2
k. Adaptations of curriculum	1	2	1	2

Table 12 (continued)

	Vermont	Virginia	Washington	West Virginia
1. Total number of G/T students receiving services *number estimated N/A-data not available	N/A	81,741(FY 86)	21,708	10,787
2. Total public school enrollment	100,000	957,438	748,717	351,837
3. Percent of G/T students by ethnic group		N/A		N/A
a. Black			1.1	
b. White	99+		91	
c. Asian/Pacific			5	
d. Hispanic			2	
e. American Indian/Alaskan Native			.9	
f. Other				
N/A - information not available				
4. Types of delivery models used	a-m	a-m	a-n(regional cooperative activities)	a-e,g,i-l
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations	N/A			
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse		SP	SP	SP
b. Low socioeconomic		SP	SP	SP
c. Rural		ND	ND	ND
d. Handicapped		SP	SP	SP
e. Female		ND	SP	ND
f. Underachievers		ND	SP	ND
6. How state recognizes	Does not recognize			
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures		1	1	1
b. Student program placement procedures		1	1	1
c. Multidisciplinary selection teams		1	1	1
d. Regular education program modifications		1	2	1
e. Written program description relating to each student's needs and abilities		2	1	1
f. Adaptations of learning environment		1	2	2
g. Use of higher level and critical thinking skills		1	2	2
h. Program management plan		1	1	2
i. Inservice training plan		1	2	1
j. Provisions for program evaluation		1	2	2
k. Adaptations of curriculum		1	2	2

Table 12 (continued)

	Wisconsin	Wyoming	Puerto Rico	Guam
1. Total number of G/T students receiving services	N/A	2,700*	22,500	1,697
*number estimated				
N/A-data not available				
2. Total public school enrollment	768,234	100,955	750,000	20,572
3. Percent of G/T students by ethnic group	N/A	N/A		N/A
a. Black				
b. White				
c. Asian/Pacific				
d. Hispanic			100%	
e. American Indian/Alaskan Native				
f. Other				
N/A - information not available				
4. Types of delivery models used	a-n(college courses, tuition paid)	a-f,i,j,l,m,n (magnet school)	b,c,d,g,i,j,k,l,m	a,b,d,e,f,g,h,i,j,l,m
a. Resource room/pullout				
b. Self-contained classroom				
c. Regular classroom program plans				
d. Independent study				
e. Mentors				
f. Part-time grouping				
g. Cluster grouping				
h. Advanced grade placement				
i. Advanced subject placement				
j. Honors/advanced placement				
k. Individual student plan or IEP				
l. Seminars				
m. Mini-courses				
n. Others				
5. Special provisions for special populations				
Defined by State Policy (SP)				
Defined by Local Policy (LP)				
Not Defined (ND)				
a. Culturally and racially diverse	LP(State recommended)	ND	LP	ND
b. Low socioeconomic	LP	ND	LP	ND
c. Rural	LP	ND	LP	ND
d. Handicapped	LP	SP	LP	ND
e. Female	LP	ND	LP	ND
f. Underachievers	LP	LP	LP	ND
6. How state recognizes				
1. Essential or regulatory				
2. Desirable or recommended				
3. Nonessential or optional				
a. Student identification procedures	1	2	1	1
b. Student program placement procedures	2	2	1	1
c. Multidisciplinary selection teams	2	2	1	3
d. Regular education program modifications	2	2		2
e. Written program description relating to each student's needs and abilities	1	2	1	2
f. Adaptations of learning environment	3	2	1	1
g. Use of higher level and critical thinking skills	2	2	1	1
h. Program management plan	2	2	1	1
i. Inservice training plan	2	2	1	1
j. Provisions for program evaluation	2	2	1	1
k. Adaptations of curriculum	2	2	1	1

Table 13

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	91,231	28,889	20,565	31,498	6,394	1,186	1,052	530	732	437	28
ALASKA	12,211	6,938	3,317	717	390	283	323	142	132	48	9
ARIZONA	53,219	27,984	12,972	5,332	3,951	1,039	1,316	565	531	427	2
ARKANSAS	48,222	22,938	9,376	13,382	476	637	611	328	312	244	14
CALIFORNIA	391,217	220,857	97,688	27,798	10,188	7,461	6,831	7,285	12,167	2,483	147
COLORADO	49,515	22,689	8,248	4,321	8,661	863	3,323	995	0	328	95
CONNECTICUT	64,758	29,490	13,282	4,833	13,166	859	1,289	364	1,123	321	23
DELAWARE	15,275	7,767	2,101	1,596	2,587	296	273	340	161	117	37
DISTRICT OF COLUMBIA	7,114	3,483	1,349	1,201	761	47	124	71	117	25	16
FLORIDA	181,651	79,063	57,666	26,615	20,733	1,815	0	2,481	2,093	885	68
GEORGIA	93,229	25,778	22,322	24,845	17,253	1,457	0	704	256	572	50
HAWAII	11,658	6,588	2,347	1,214	528	216	251	489	19	86	9
IDAHO	18,648	9,614	3,858	3,866	583	377	255	368	482	179	6
ILLINOIS	248,189	100,848	72,784	31,683	31,611	3,687	0	4,382	1,778	1,418	86
INDIANA	105,978	35,072	48,825	22,398	4,853	1,242	1,584	816	242	579	47
IOWA	56,285	22,869	12,958	11,937	6,248	851	715	1,162	3	233	45
KANSAS	42,373	16,886	12,365	6,227	4,383	723	893	884	281	249	42
KENTUCKY	73,711	21,858	26,435	19,146	2,853	829	1,491	554	357	484	11
LOUISIANA	73,852	31,611	21,231	11,876	3,718	1,586	1,186	1,027	1,148	483	34
MAINE	26,841	10,878	6,236	3,917	4,196	415	1,878	416	389	128	7
MARYLAND	90,294	49,927	24,241	6,390	3,884	1,151	2,777	825	782	525	72
MASSACHUSETTS	143,638	48,482	34,427	30,644	19,512	2,183	3,277	1,798	2,382	954	59
MICHIGAN	161,448	64,864	42,538	22,717	21,823	2,749	1,848	4,895	749	845	0
MINNESOTA	82,487	38,919	19,177	12,531	9,863	1,432	19	1,428	813	488	21
MISSISSIPPI	55,883	24,538	18,722	10,442	292	588	388	562	0	229	12
MISSOURI	99,892	41,958	29,865	16,718	8,188	895	839	744	394	318	77
MONTANA	15,388	7,536	4,627	1,328	676	273	376	149	191	184	29
NEBRASKA	30,171	12,868	8,934	4,891	2,263	572	547	712	0	184	0
NEVADA	14,743	8,151	3,233	1,813	1,888	169	877	138	212	63	1
NEW HAMPSHIRE	16,323	9,387	3,278	1,847	1,488	234	318	173	296	188	18
NEW JERSEY	172,818	75,879	58,353	7,713	14,867	1,411	11,874	718	766	591	46
NEW MEXICO	29,816	13,863	9,365	2,314	2,995	442	834	445	161	137	48
NEW YORK	292,981	152,468	37,888	28,488	48,113	4,733	12,743	3,329	4,341	1,728	53
NORTH CAROLINA	189,214	44,717	27,412	22,478	7,752	1,928	1,682	942	1,657	625	23
NORTH DAKOTA	12,279	5,251	4,188	1,752	488	164	0	225	133	76	21
OHIO	199,211	74,723	54,483	31,883	7,521	2,446	4,182	3,791	0	975	7
OKLAHOMA	85,285	28,866	28,644	11,726	1,267	837	1,738	423	248	381	43
OREGON	47,487	25,529	11,598	4,288	2,635	1,123	0	1,857	833	492	32
PENNSYLVANIA	283,258	76,852	58,438	42,485	18,888	3,441	26	1,953	0	1,467	12
PUERTO RICO	38,858	8,127	2,814	20,297	1,884	1,385	2,439	948	1,832	969	131
RHODE ISLAND	10,527	12,466	3,454	1,272	1,424	219	188	258	253	83	6
SOUTH CAROLINA	73,298	24,785	21,413	17,778	8,379	1,868	551	765	188	445	9
SOUTH DAKOTA	14,834	5,318	5,152	1,858	588	329	562	218	188	88	39
TENNESSEE	98,433	44,588	28,127	14,537	2,437	1,575	1,357	1,812	1,736	825	28
TEXAS	381,222	157,898	88,988	28,479	22,213	4,836	4,153	4,458	8,728	2,281	77
UTAH	42,811	15,988	8,847	3,625	10,856	731	1,884	348	453	272	27
VERMONT	11,488	4,519	3,572	2,834	588	199	165	123	137	88	7
VIRGINIA	183,727	47,317	29,288	14,528	7,733	1,384	1,592	891	486	767	18
WASHINGTON	78,282	34,257	15,611	8,753	3,364	1,584	2,898	1,288	2,482	985	48
WEST VIRGINIA	47,588	19,473	13,948	9,965	2,428	484	378	412	283	278	31
WISCONSIN	78,887	22,788	18,221	6,186	9,552	388	17,743	741	248	286	3
WYOMING	18,883	4,888	3,348	843	544	192	781	226	297	53	8
AMERICAN SAMOA	178	8	52	97	8	13	8	3	8	1	4
GUAM	1,852	734	281	888	41	32	88	31	18	6	8
NORTHERN MARIANAS	585	388	48	64	1	28	88	79	6	4	3
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	124	8	28	48	12	1	23	2	8	3	11
BUR. OF INDIAN AFFAIRS	5,388	2,884	1,377	458	273	27	281	48	58	18	8
U.S. & INSULAR AREAS	4,421,681	1,926,897	1,148,422	864,424	384,888	88,781	99,416	58,328	52,858	27,849	1,788
58 STATES, D.C. & P.R.	4,413,498	1,922,191	1,138,728	883,888	384,353	88,888	98,985	58,173	52,588	27,825	1,748

THE FIGURES REPRESENT CHILDREN 8-28 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 14

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	90,419	28,889	29,565	31,374	6,213	830	979	530	723	304	12
ALASKA	9,095	5,356	2,460	334	343	133	236	100	97	27	9
ARIZONA	51,989	27,983	11,912	5,251	3,950	549	1,165	499	386	292	2
ARKANSAS	44,792	22,870	9,264	11,071	461	368	338	73	245	90	12
CALIFORNIA	388,713	219,961	97,688	26,733	9,772	6,649	6,020	7,285	12,146	2,417	122
COLORADO	45,196	22,455	7,868	2,999	8,351	679	1,923	639	0	254	10
CONNECTICUT	61,392	28,446	13,272	3,973	12,635	706	826	360	1,120	42	12
DELAWARE	11,419	6,860	1,834	751	1,818	72	201	38	28	17	0
DISTRICT OF COLUMBIA	2,527	980	1,240	192	72	31	4	5	3	0	0
FLORIDA	173,277	70,063	57,866	20,660	19,134	1,290	0	2,277	2,854	684	49
GEORGIA	90,270	25,742	22,284	24,106	16,042	835	0	677	237	417	10
HAWAII	11,171	6,558	2,347	1,865	475	191	153	383	2	76	1
IDAHO	18,323	9,614	3,858	2,967	479	255	222	368	482	80	6
ILLINOIS	210,415	94,525	70,887	28,885	19,812	1,586	0	1,454	1,116	628	2
INDIANA	97,425	34,866	39,271	17,777	3,588	680	450	423	59	332	39
IOWA	55,738	22,089	12,958	11,858	6,104	726	687	1,156	0	174	14
KANSAS	40,351	16,757	11,930	5,883	4,983	470	358	448	229	179	14
KENTUCKY	70,352	21,450	26,861	10,819	2,557	500	793	385	265	318	4
LOUISIANA	69,500	31,501	21,173	9,614	3,328	1,048	643	771	1,058	364	8
MAINE	25,583	10,043	8,193	3,541	3,864	305	898	371	364	120	4
MARYLAND	88,530	49,891	24,231	5,978	3,539	800	2,375	595	761	343	19
MASSACHUSETTS	128,106	44,510	29,888	27,317	17,557	1,785	2,827	1,426	1,938	807	59
MICHIGAN	149,384	64,841	42,536	15,335	16,985	2,613	169	4,095	0	830	0
MINNESOTA	81,986	36,919	19,177	12,410	9,571	1,288	0	1,426	813	365	17
MISSISSIPPI	54,626	24,533	18,569	10,859	290	326	286	524	0	118	1
MISSOURI	97,218	41,950	29,865	14,541	8,870	713	599	744	394	275	67
MONTANA	14,755	7,532	4,591	1,195	634	162	276	125	163	62	15
NEBRASKA	29,899	12,068	8,934	4,831	2,170	519	516	712	0	149	0
NEVADA	14,926	8,142	3,889	927	988	169	492	111	125	62	1
NEW HAMPSHIRE	15,354	9,241	3,216	799	1,399	80	179	144	267	26	3
NEW JERSEY	166,196	75,807	58,353	6,132	14,216	1,171	9,047	622	689	156	3
NEW MEXICO	29,413	13,083	9,365	2,298	2,927	310	718	445	161	90	16
NEW YORK	250,318	149,800	27,266	22,527	38,461	2,157	5,898	1,881	2,822	1,093	13
NORTH CAROLINA	105,945	44,867	27,483	21,455	7,143	1,197	1,880	688	1,571	536	5
NORTH DAKOTA	11,664	5,248	4,118	1,520	467	107	0	96	65	43	0
OHIO	191,445	74,723	54,483	43,740	7,335	2,327	4,182	3,791	0	857	7
OKLAHOMA	63,986	28,041	20,644	11,388	1,142	585	1,339	399	214	193	41
OREGON	41,784	25,368	11,387	1,784	2,104	120	0	575	578	35	1
PENNSYLVANIA	181,625	74,892	56,336	32,854	13,982	2,441	0	973	0	1,018	9
PUERTO RICO	38,686	8,126	2,814	19,450	1,559	1,504	2,342	884	997	959	131
RHODE ISLAND	18,705	12,358	3,418	1,045	1,264	169	57	178	165	57	2
SOUTH CAROLINA	72,338	24,616	21,413	17,343	6,345	871	412	763	188	378	9
SOUTH DAKOTA	13,534	5,317	5,152	1,526	510	258	494	126	100	42	9
TENNESSEE	95,169	44,571	28,126	14,268	2,945	1,238	1,515	1,012	1,708	666	22
TEXAS	290,185	156,760	68,315	25,928	21,869	924	3,506	4,032	7,108	1,702	41
UTAH	46,882	15,958	8,733	3,392	10,720	285	1,277	218	268	114	7
VERMONT	8,855	4,398	2,897	788	476	181	10	55	87	39	4
VIRGINIA	101,874	47,386	29,298	14,275	7,428	1,080	1,287	677	437	163	3
WASHINGTON	66,436	33,587	15,312	7,798	3,159	1,249	1,387	963	2,261	889	11
WEST VIRGINIA	45,857	19,394	13,541	9,365	2,317	312	378	293	83	174	0
WISCONSIN	73,351	22,710	17,710	5,250	9,367	200	17,338	464	145	165	2
WYOMING	9,564	4,786	2,799	584	489	132	689	110	177	48	0
AMERICAN SAMOA	114	0	52	50	0	10	0	0	0	0	2
GUAM	1,443	732	190	518	0	0	0	15	8	0	0
NORTHERN MARIANAS	184	100	15	20	0	9	18	16	3	2	1
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	5,366	2,864	1,377	458	273	27	261	40	56	10	0
U.S. & INSULAR AREAS	4,166,892	1,998,739	1,114,410	577,749	341,294	45,060	75,730	46,692	44,966	19,201	851
50 STATES, D.C. & P.R.	4,159,585	1,997,043	1,112,778	576,783	341,021	45,014	75,451	46,621	44,899	19,189	848

DATA AS OF OCTOBER 1, 1987.

Table 15

NUMBER OF CHILDREN 3 - 5 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	2,686	34	2,229	177	23	31	63	47	55	7	0
ALASKA	767	34	633	8	0	19	50	10	10	3	0
ARIZONA	2,623	171	1,819	276	64	56	165	88	6	38	0
ARKANSAS	2,505	60	2,067	131	9	67	87	11	56	16	1
CALIFORNIA	23,700	2,571	13,530	3,149	150	926	1,208	1,341	541	269	15
COLORADO	1,489	233	774	48	56	54	255	52	0	18	1
CONNECTICUT	4,586	302	3,413	188	137	138	165	76	155	11	1
DELAWARE	799	285	286	66	26	7	28	1	7	3	0
DISTRICT OF COLUMBIA	378	11	342	2	1	4	3	5	2	0	0
FLORIDA	8,947	134	6,795	925	211	216	0	483	169	89	5
GEORGIA	4,442	26	3,443	557	243	58	0	82	9	24	0
HAWAII	581	42	328	56	9	38	43	64	0	9	0
IDAHO	1,270	138	820	179	11	12	41	29	33	4	3
ILLINOIS	22,076	3,875	15,387	888	1,678	136	0	273	87	40	0
INDIANA	5,099	55	4,459	356	13	59	117	23	8	7	2
IOWA	4,929	80	2,948	1,220	207	106	97	241	0	28	2
KANSAS	2,801	127	2,021	275	86	93	56	87	28	23	5
KENTUCKY	4,343	44	3,969	194	11	28	36	35	15	10	1
LOUISIANA	5,138	244	3,616	623	37	147	129	140	156	36	2
MAINE	2,148	63	1,496	196	87	48	128	75	44	19	0
MARYLAND	5,971	840	3,597	384	88	189	528	188	180	51	6
MASSACHUSETTS	8,041	475	3,895	1,465	660	274	386	411	475	80	0
MICHIGAN	12,517	1,551	8,816	595	298	338	28	808	0	83	0
MINNESOTA	8,731	752	5,658	1,246	263	195	0	324	227	60	6
MISSISSIPPI	2,841	1	2,631	187	0	15	20	56	0	11	0
MISSOURI	5,297	423	4,039	227	216	58	213	72	17	19	21
MONTANA	1,404	42	1,143	88	21	29	41	22	11	7	0
NEBRASKA	2,750	152	1,816	358	37	66	121	164	0	36	0
NEVADA	844	159	422	28	7	36	167	15	2	8	0
NEW HAMPSHIRE	1,185	17	857	31	13	14	64	58	52	6	1
NEW JERSEY	12,586	553	7,452	84	47	58	4,280	26	11	3	0
NEW MEXICO	1,249	33	691	183	86	21	132	54	40	6	3
NEW YORK	5,410	692	3,352	295	373	102	89	63	453	90	0
NORTH CAROLINA	5,541	32	4,673	459	40	65	138	59	61	13	1
NORTH DAKOTA	1,008	67	853	43	12	8	0	13	7	5	0
OHIO	7,295	132	5,774	285	87	298	404	189	0	35	1
OKLAHOMA	5,635	161	4,431	214	14	102	508	111	43	37	14
OREGON	1,177	28	1,036	45	10	4	0	18	27	9	0
PENNSYLVANIA	7,134	357	5,727	586	160	179	0	74	0	50	1
PUERTO RICO	2,279	68	922	384	79	132	306	116	264	83	5
RHODE ISLAND	1,298	343	626	94	44	22	25	29	12	5	0
SOUTH CAROLINA	5,671	14	4,562	627	14	91	235	63	39	26	0
SOUTH DAKOTA	1,813	123	1,280	85	14	36	159	46	26	11	3
TENNESSEE	6,746	126	5,697	343	10	128	200	153	57	26	6
TEXAS	20,137	2,117	13,798	1,676	247	123	545	729	636	267	8
UTAH	2,093	283	1,145	188	219	18	167	39	21	13	0
VERMONT	487	18	413	36	5	6	3	2	2	2	0
VIRGINIA	8,944	1,295	6,276	760	144	123	176	105	48	17	0
WASHINGTON	6,562	305	4,234	954	174	234	261	261	93	46	0
WEST VIRGINIA	2,813	24	2,151	149	23	47	375	31	8	5	0
WISCONSIN	8,934	292	5,915	120	242	29	2,226	72	19	19	0
WYOMING	301	17	230	17	1	2	11	6	15	2	0
AMERICAN SAMOA	4	0	0	4	0	0	0	0	0	0	0
GUAM	63	0	55	0	0	0	0	7	1	0	0
NORTHERN MARIANAS	26	1	3	7	0	2	6	7	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	274	54	174	16	2	2	14	2	10	0	0
U.S. & INSULAR AREAS	265,814	29,068	184,727	21,157	6,789	5,177	14,380	7,459	4,238	1,785	114
50 STATES, D.C. & P.R.	265,447	29,013	184,495	21,130	6,787	5,173	14,368	7,443	4,227	1,785	114

DATA AS OF OCTOBER 1, 1987.

Table 16

NUMBER OF CHILDREN 6 – 11 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986–1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	37,753	9,089	16,358	8,588	2,474	329	441	238	288	134	8
ALASKA	4,884	2,416	1,673	187	128	54	91	63	56	13	3
ARIZONA	25,268	11,784	9,179	1,871	1,348	218	447	248	43	131	1
ARKANSAS	20,425	8,985	6,671	4,183	215	187	131	27	97	39	10
CALIFORNIA	196,628	98,818	71,881	8,587	3,366	2,779	2,258	2,781	5,942	1,818	29
COLORADO	22,829	10,656	8,174	1,818	3,134	384	888	338	0	128	3
CONNECTICUT	27,885	12,634	8,672	1,227	3,799	288	335	152	478	17	5
DELAWARE	5,788	3,181	1,482	282	887	48	112	8	5	5	8
DISTRICT OF COLUMBIA	1,276	381	838	38	9	18	1	8	1	8	8
FLORIDA	91,655	38,964	43,111	7,278	7,978	547	8	1,813	455	385	14
GEORGIA	44,789	18,887	17,254	8,938	7,578	488	8	321	187	194	6
HAWAII	5,288	2,582	1,782	389	184	92	58	141	1	38	1
IDAHO	9,887	5,866	2,858	1,189	157	133	12	182	78	34	8
ILLINOIS	182,588	38,717	58,124	5,675	5,171	787	8	579	386	381	8
INDIANA	55,282	14,848	32,488	8,427	1,448	328	288	288	28	138	22
IOWA	25,558	8,827	9,348	4,227	2,827	295	241	516	8	78	3
KANSAS	21,487	7,572	8,385	2,242	1,415	288	188	218	83	82	8
KENTUCKY	38,421	7,272	28,888	8,473	923	258	421	187	128	178	2
LOUISIANA	28,934	7,836	14,888	3,128	1,128	471	287	343	488	187	3
MAINE	12,217	4,388	4,173	1,347	1,412	133	485	212	188	58	3
MARYLAND	48,517	19,481	18,288	1,847	983	347	918	252	328	148	5
MASSACHUSETTS	58,735	22,871	13,448	12,543	8,242	718	1,185	479	718	288	38
MICHIGAN	88,883	24,118	38,585	5,883	8,142	1,888	31	1,888	8	348	8
MINNESOTA	37,238	18,782	12,838	4,382	2,482	572	8	847	328	148	8
MISSISSIPPI	25,988	7,885	14,387	3,122	88	117	87	254	8	38	8
MISSOURI	58,248	17,853	23,128	5,888	3,188	345	218	351	182	133	34
MONTANA	7,888	3,413	3,238	458	211	78	115	87	72	38	8
NEBRASKA	15,118	5,228	8,588	1,732	792	287	214	388	8	54	8
NEVADA	8,884	3,478	2,388	348	378	88	147	48	22	28	8
NEW HAMPSHIRE	8,715	3,888	2,813	298	413	38	73	88	128	8	2
NEW JERSEY	83,181	38,181	45,127	1,488	3,111	524	2,338	244	125	82	3
NEW MEXICO	14,388	5,484	8,288	788	1,172	127	278	218	58	44	8
NEW YORK	181,988	57,258	19,988	8,758	13,815	883	2,235	448	1,878	481	7
NORTH CAROLINA	51,575	17,438	28,921	7,884	2,874	572	483	482	888	281	2
NORTH DAKOTA	8,857	2,231	2,881	527	148	54	8	47	35	23	8
OHIO	95,854	28,835	44,887	14,885	2,538	1,838	1,887	1,282	8	484	4
OKLAHOMA	33,878	11,422	15,421	4,571	428	274	582	178	81	81	28
OREGON	22,354	11,444	8,188	588	883	38	8	222	218	11	1
PENNSYLVANIA	88,584	27,388	45,548	18,282	4,444	1,854	8	388	8	441	8
PUERTO RICO	13,882	3,552	1,128	5,882	534	478	812	188	314	288	38
RHODE ISLAND	8,884	8,217	2,472	388	421	72	13	88	45	25	1
SOUTH CAROLINA	35,888	18,788	15,838	8,412	2,788	428	78	358	88	188	4
SOUTH DAKOTA	8,998	2,158	3,885	578	128	147	192	82	31	12	4
TENNESSEE	48,881	17,881	28,488	4,831	788	528	858	428	581	373	11
TEXAS	137,248	84,543	48,828	8,888	7,315	382	1,438	1,888	2,728	884	15
UTAH	24,888	8,388	7,273	1,388	8,822	183	573	87	138	88	5
VERMONT	4,725	2,888	2,874	388	128	58	3	32	42	22	2
VIRGINIA	47,984	18,882	28,773	4,588	2,343	482	488	371	218	88	1
WASHINGTON	32,885	14,482	18,372	2,988	1,193	574	487	431	1,288	372	8
WEST VIRGINIA	22,558	7,815	18,388	3,288	888	138	3	133	32	87	8
WISCONSIN	38,844	7,455	18,518	1,882	2,858	88	8,348	288	58	87	8
WYOMING	5,318	2,127	2,248	174	184	85	351	85	88	25	8
AMERICAN SAMOA	58	8	43	18	8	5	8	8	8	8	1
GUAM	488	287	118	155	8	8	8	5	4	8	8
NORTHERN MARIANAS	183	78	7	8	8	1	5	8	3	8	8
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	2,578	1,184	888	182	183	18	138	27	33	5	8
U.S. & INSULAR AREAS	2,812,833	778,788	828,387	195,888	121,888	18,414	38,878	18,358	18,388	8,283	342
58 STATES, D.C. & P.R.	2,888,884	777,295	818,348	194,718	128,985	18,382	38,835	18,318	18,328	8,278	341

DATA AS OF OCTOBER 1, 1987.

PRODUCED BY ED/SEP DATA ANALYSIS SYSTEM (DANS), JANUARY 11, 1988.

Table 17

NUMBER OF CHILDREN 12 – 17 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	41,447	17,048	1,889	17,017	3,228	486	349	283	384	141	3
ALASKA	3,385	2,095	151	157	295	52	59	24	27	11	4
ARIZONA	21,734	14,884	876	2,376	2,374	251	426	144	297	185	1
ARKANSAS	20,189	12,978	514	6,071	227	124	101	35	84	34	1
CALIFORNIA	152,696	111,458	12,348	10,137	5,648	2,538	1,771	2,818	5,144	1,813	35
COLORADO	19,259	10,685	918	1,579	4,777	282	887	221	0	184	6
CONNECTICUT	25,527	14,259	1,151	1,872	7,211	223	288	111	413	14	5
DELAWARE	4,474	2,912	83	332	1,020	23	54	29	14	7	0
DISTRICT OF COLUMBIA	719	491	67	99	61	10	0	0	0	0	0
FLORIDA	86,869	36,416	6,985	10,174	10,588	454	0	739	1,385	298	22
GEORGIA	37,753	14,887	1,488	12,691	7,888	324	0	259	118	178	3
HAWAII	5,995	3,772	238	524	258	59	43	84	1	28	0
IDAHO	5,996	4,113	156	1,178	298	81	0	82	87	25	0
ILLINOIS	78,358	47,668	5,212	12,987	11,337	811	0	511	882	289	1
INDIANA	34,128	19,285	2,313	9,748	2,828	272	115	187	17	177	14
IOWA	22,515	12,886	832	5,288	3,588	291	248	337	0	58	5
KANSAS	14,788	8,473	583	2,849	2,487	155	94	121	115	89	2
KENTUCKY	26,866	13,838	1,485	9,998	1,531	194	285	158	185	121	1
LOUISIANA	30,871	20,933	2,445	4,281	1,988	322	185	235	364	145	1
MAINE	10,864	5,136	586	1,871	2,825	187	322	89	188	39	1
MARYLAND	36,968	26,884	4,881	2,544	2,178	298	716	134	282	128	3
MASSACHUSETTS	55,889	29,352	12,392	11,567	7,888	662	1,181	441	881	275	29
MICHIGAN	68,956	36,186	3,139	7,279	11,631	1,043	29	1,371	0	367	8
MINNESOTA	32,993	18,345	1,458	5,485	6,459	485	0	484	237	147	1
MISSISSIPPI	23,868	15,171	1,516	5,787	192	156	72	184	0	82	0
MISSOURI	38,215	22,212	2,599	7,947	4,445	279	151	288	186	188	10
MONTANA	5,135	3,749	195	523	388	46	99	35	73	24	3
NEBRASKA	10,777	6,175	521	2,198	1,289	222	137	288	0	55	0
NEVADA	5,733	4,232	258	428	588	57	83	42	83	23	1
NEW HAMPSHIRE	6,952	5,144	333	385	926	25	38	22	75	12	0
NEW JERSEY	63,747	41,787	5,544	3,181	9,972	583	1,938	288	475	79	0
NEW MEXICO	12,895	7,184	2,335	1,817	1,581	147	273	137	53	35	3
NEW YORK	128,687	83,298	3,839	11,542	22,846	982	2,152	455	1,114	526	5
NORTH CAROLINA	43,785	24,882	1,788	11,281	3,918	487	356	312	822	248	1
NORTH DAKOTA	4,887	2,675	289	731	293	42	0	23	22	12	0
OHIO	79,751	42,253	3,810	24,795	4,488	829	1,382	2,885	0	377	2
OKLAHOMA	23,289	15,332	778	5,887	652	183	284	97	89	61	6
OREGON	16,425	12,925	1,849	888	1,319	51	0	225	246	18	0
PENNSYLVANIA	75,559	42,389	4,885	17,884	8,482	1,985	0	389	0	473	2
PUERTO RICO	17,918	4,141	374	10,898	578	498	768	178	298	331	58
RHODE ISLAND	8,998	6,334	312	483	745	82	13	43	185	21	0
SOUTH CAROLINA	27,993	12,981	1,179	9,434	3,518	325	59	298	49	157	3
SOUTH DAKOTA	4,272	2,777	179	738	342	71	93	17	38	15	1
TENNESSEE	37,181	24,398	1,887	7,379	1,139	492	487	388	988	248	5
TEXAS	119,121	82,188	4,577	12,888	13,394	374	1,197	1,384	3,348	673	18
UTAH	13,182	6,852	311	1,447	4,882	98	375	73	185	38	2
VERMONT	3,382	2,189	388	381	323	34	4	21	37	13	2
VIRGINIA	48,832	25,199	2,159	8,987	4,551	418	425	155	148	71	1
WASHINGTON	25,545	17,646	885	3,184	1,782	418	433	243	872	388	4
WEST VIRGINIA	18,348	10,814	978	4,981	1,343	113	0	181	34	88	0
WISCONSIN	30,195	13,644	1,249	3,118	5,874	92	5,987	174	84	72	1
WYOMING	3,544	2,423	217	248	384	88	199	33	49	19	0
AMERICAN SAMOA	47	0	9	32	0	5	0	0	0	0	1
GUAM	797	485	17	389	0	0	0	3	3	0	0
NORTHERN MARIANAS	32	11	0	18	0	4	7	0	0	0	0
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	2,258	1,482	292	215	181	8	77	11	9	5	0
U.S. & INSULAR AREAS	1,696,564	1,016,576	185,286	293,312	196,314	17,392	23,715	16,222	19,584	7,918	253
50 STATES, D.C. & P.R.	1,693,438	1,014,618	184,968	292,748	196,153	17,377	23,631	16,208	19,572	7,985	252

DATA AS OF OCTOBER 1, 1987.

Table 18

NUMBER OF CHILDREN 18 – 21 YEARS OLD SERVED UNDER EHA-B
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	8,553	2,718	97	4,000	488	74	126	50	95	22	3
ALASKA	339	211	3	82	10	0	36	3	4	0	2
ARIZONA	2,364	1,144	36	728	164	24	187	21	40	18	0
ARKANSAS	1,893	927	12	786	10	10	19	0	8	1	0
CALIFORNIA	15,680	7,114	671	4,050	621	414	791	547	519	119	43
COLORADO	1,821	881	22	358	384	39	95	30	8	12	0
CONNECTICUT	3,754	1,251	36	766	1,488	59	58	21	74	0	1
DELAWARE	456	282	3	71	85	2	7	2	2	2	0
DISTRICT OF COLUMBIA	162	97	1	62	1	1	0	0	0	0	0
FLORIDA	5,866	2,549	175	2,285	445	73	0	122	125	24	8
GEORGIA	3,286	982	19	1,928	331	53	0	24	5	23	1
HAWAII	299	152	1	86	24	10	9	14	0	3	0
IDAHO	1,458	385	8	441	45	29	161	155	286	17	3
ILLINOIS	7,461	3,285	184	2,323	1,428	52	0	91	61	18	1
INDIANA	2,916	1,429	39	1,254	107	29	18	24	6	18	1
IOWA	2,736	1,876	24	1,143	272	34	109	62	0	12	4
KANSAS	1,355	585	11	517	175	16	29	22	3	5	1
KENTUCKY	2,722	1,184	27	1,356	92	20	71	25	19	8	0
LOUISIANA	4,585	2,388	122	1,598	174	108	62	53	58	16	2
MAINE	1,074	476	18	327	148	25	43	15	24	6	0
MARYLAND	5,874	2,988	293	1,281	312	48	221	21	53	18	3
MASSACHUSETTS	5,258	1,612	153	1,742	1,055	131	225	95	84	153	0
MICHIGAN	7,828	3,868	76	2,378	894	172	90	310	0	48	0
MINNESOTA	3,826	1,128	31	1,397	357	38	0	51	28	19	4
MISSISSIPPI	2,756	1,498	35	1,123	10	38	17	30	0	6	1
MISSOURI	3,457	1,662	101	1,298	243	39	25	41	29	17	2
MONTANA	527	328	17	125	14	9	21	1	7	1	4
NEBRASKA	1,253	515	11	551	72	24	44	32	0	4	0
NEVADA	545	275	11	127	23	8	85	6	8	2	0
NEW HAMPSHIRE	582	398	13	93	47	11	12	4	12	0	0
NEW JERSEY	6,762	3,286	238	1,481	1,086	94	491	84	78	12	0
NEW MEXICO	1,163	542	131	389	78	15	37	36	9	5	1
NEW YORK	18,281	8,646	188	4,825	2,227	218	631	123	176	76	1
NORTH CAROLINA	5,844	2,323	43	2,131	211	73	183	55	82	22	1
NORTH DAKOTA	532	275	5	219	13	3	0	13	1	3	0
OHIO	8,635	3,583	92	3,765	318	178	419	335	0	41	0
OKLAHOMA	1,983	1,126	14	716	48	26	35	12	1	4	1
OREGON	1,828	983	33	384	112	6	0	110	95	5	0
PENNSYLVANIA	9,428	3,976	175	4,122	816	143	0	142	0	54	0
PUERTO RICO	5,495	385	392	2,768	368	484	456	324	123	257	38
RHODE ISLAND	743	484	8	188	54	13	6	8	3	6	1
SOUTH CAROLINA	3,814	855	34	1,870	186	29	39	80	12	7	2
SOUTH DAKOTA	459	259	8	132	25	4	29	1	5	4	1
TENNESSEE	4,681	2,248	76	1,715	111	98	178	62	110	19	0
TEXAS	13,679	7,928	114	3,577	913	65	325	279	400	78	8
UTAH	919	233	4	381	197	8	162	9	3	2	0
VERMONT	291	151	22	85	29	5	0	0	6	2	0
VIRGINIA	4,934	2,150	98	2,029	399	57	146	46	25	9	1
WASHINGTON	2,234	1,134	21	691	90	31	126	28	87	25	1
WEST VIRGINIA	2,141	941	34	1,016	91	16	0	28	9	6	0
WISCONSIN	3,578	1,319	36	929	481	11	859	18	6	7	1
WYOMING	481	219	13	73	29	5	48	6	15	2	0
AMERICAN SAMOA	4	0	0	4	0	0	0	0	0	0	0
GUAM	114	60	0	54	0	0	0	0	0	0	0
NORTHERN MARIANAS	23	9	5	3	0	2	0	1	0	2	1
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	256	144	22	45	7	3	31	0	4	0	0
U.S. & INSULAR AREAS	192,281	85,330	4,000	68,214	17,283	3,077	6,656	3,652	2,784	1,223	142
50 STATES, D.C. & P.R.	191,884	85,117	3,973	68,188	17,196	3,072	6,625	3,651	2,780	1,221	141

DATA AS OF OCTOBER 1, 1987.

Table 19

NUMBER OF CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP)
BY HANDICAPPING CONDITION

DURING SCHOOL YEAR 1986-1987

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
ALABAMA	812	0	0	124	181	276	73	0	9	133	16
ALASKA	3,116	1,582	857	383	47	78	87	42	35	13	0
ARIZONA	1,230	1	100	81	1	498	151	66	145	135	0
ARKANSAS	3,430	60	112	2,231	15	269	273	247	67	154	2
CALIFORNIA	2,504	96	0	1,065	486	812	11	0	21	66	25
COLORADO	4,317	234	388	1,322	318	184	1,480	356	0	66	85
CONNECTICUT	3,366	1,852	10	888	531	153	463	4	3	279	11
DELAWARE	3,856	1,107	267	845	789	224	72	302	133	100	37
DISTRICT OF COLUMBIA	4,587	2,423	100	1,000	680	16	120	66	114	25	16
FLORIDA	8,374	0	0	5,955	1,599	525	0	124	39	121	11
GEORGIA	2,959	28	118	739	1,211	622	0	27	19	155	40
HAWAII	487	30	0	149	53	25	98	106	0	10	6
IDAHO	317	0	0	30	24	122	33	0	0	99	0
ILLINOIS	37,754	6,315	1,877	10,998	11,999	2,181	0	2,848	662	790	84
INDIANA	8,553	266	754	4,021	465	562	1,854	393	183	247	8
IOWA	467	0	0	79	136	125	28	6	3	59	31
KANSAS	2,022	40	435	344	388	253	335	156	52	70	28
KENTUCKY	3,359	288	374	1,127	296	329	688	169	92	166	7
LOUISIANA	4,352	119	58	2,282	398	518	523	256	82	119	26
MAINE	1,338	27	43	378	532	110	178	45	16	8	3
MARYLAND	1,764	36	10	414	265	351	482	30	21	182	53
MASSACHUSETTS	15,530	3,972	4,547	3,327	1,955	318	458	378	444	147	9
MICHIGAN	12,662	23	0	7,382	2,858	136	1,679	0	749	35	0
MINNESOTA	421	0	0	121	92	144	19	0	0	41	4
MISSISSIPPI	1,857	5	153	383	2	234	100	58	0	111	11
MISSOURI	2,474	0	0	2,169	38	182	48	0	0	35	10
MONTANA	614	4	36	133	42	111	100	24	28	122	14
NEBRASKA	272	0	0	69	93	53	31	0	0	35	0
NEVADA	717	9	144	86	178	0	185	27	87	1	0
NEW HAMPSHIRE	969	146	54	248	91	154	131	29	29	80	7
NEW JERSEY	5,822	72	0	1,581	451	249	2,827	96	77	435	43
NEW MEXICO	483	0	0	16	68	132	116	0	0	47	24
NEW YORK	42,663	2,660	9,743	5,953	9,652	2,976	7,645	2,248	1,319	627	40
NORTH CAROLINA	3,269	50	9	1,821	689	731	682	54	86	89	18
NORTH DAKOTA	615	3	70	232	2	57	0	129	68	33	21
OHIO	7,766	0	0	7,343	188	119	0	0	0	118	0
OKLAHOMA	1,299	25	0	338	125	252	391	24	34	108	2
OREGON	5,783	169	289	2,578	531	1,883	0	482	255	367	31
PENNSYLVANIA	21,633	2,780	2,188	9,351	4,764	1,888	26	980	0	449	3
PUERTO RICO	1,172	1	0	847	45	1	97	136	35	10	0
RHODE ISLAND	822	188	36	227	188	58	43	80	88	26	4
SOUTH CAROLINA	961	89	0	433	34	197	139	2	0	67	0
SOUTH DAKOTA	588	1	0	124	88	71	68	92	8	18	30
TENNESSEE	1,264	28	1	289	392	339	42	0	28	159	6
TEXAS	11,837	336	585	2,551	344	3,912	647	427	1,628	579	36
UTAH	1,929	10	114	323	136	446	487	139	185	158	28
VERMONT	2,558	121	675	1,246	114	98	155	68	58	29	3
VIRGINIA	1,853	11	1	253	385	224	385	14	49	604	7
WASHINGTON	3,846	698	299	955	295	255	783	327	291	96	35
WEST VIRGINIA	1,699	79	399	698	193	152	0	119	129	96	31
WISCONSIN	2,716	58	511	856	185	199	485	277	183	121	1
WYOMING	1,329	182	648	139	55	68	92	116	129	9	0
AMERICAN SAMOA	64	0	0	47	0	3	0	3	0	1	2
GUAM	389	2	11	172	41	32	99	16	2	0	8
NORTHERN MARIANAS	401	288	25	44	1	11	42	63	3	2	2
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	124	0	26	46	12	1	23	2	0	3	11
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0	0
U.S. & INSULAR AREAS	254,909	25,356	26,812	86,675	43,386	21,791	23,686	11,636	7,692	7,848	915
50 STATES, D.C. & P.R.	253,931	25,148	25,950	86,366	43,332	21,654	23,514	11,552	7,687	7,836	892

DATA AS OF OCTOBER 1, 1987.

Table 20

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

ALL CONDITIONS

STATE	NUMBER SERVED 1979-77	NUMBER SERVED 1985-86	NUMBER SERVED 1986-87	CHANGE IN NUMBER SERVED 1979-77 – 1986-87	CHANGE IN NUMBER SERVED 1985-86 – 1986-87	PERCENT CHANGE IN NUMBER SERVED 1979-77 – 1986-87	PERCENT CHANGE IN NUMBER SERVED 1985-86 – 1986-87
ALABAMA	53,987	91,187	91,231	37,244	124	69.0	0.1
ALASKA	9,597	11,890	12,211	2,614	316	27.2	2.7
ARIZONA	43,045	91,885	93,219	19,174	1,414	23.6	2.7
ARKANSAS	28,487	47,322	48,222	19,735	900	69.3	1.9
CALIFORNIA	332,291	378,888	391,217	58,926	12,329	17.7	3.3
COLORADO	47,943	47,953	49,515	1,572	1,562	3.3	3.3
CONNECTICUT	62,885	85,428	84,788	2,673	-688	4.3	-1.0
DELAWARE	14,387	15,322	15,275	888	-47	6.8	-0.3
DISTRICT OF COLUMBIA	9,261	7,888	7,114	-2,147	45	-23.2	0.6
FLORIDA	117,257	172,821	181,681	64,394	8,838	54.9	5.1
GEORGIA	85,299	93,295	93,229	8,029	-66	9.4	-0.1
HAWAII	10,544	11,947	11,888	1,114	-299	10.6	-2.4
IDAHO	14,573	19,158	18,648	4,887	-819	27.9	-2.7
ILLINOIS	229,797	242,333	248,189	18,372	5,836	8.0	2.4
INDIANA	87,644	184,417	185,978	18,334	1,561	26.9	1.5
IOWA	51,855	56,478	56,285	5,158	-271	10.1	-0.5
KANSAS	37,823	41,178	42,373	4,758	1,197	12.6	2.9
KENTUCKY	57,857	73,988	73,711	16,854	191	29.2	0.2
LOUISIANA	86,989	76,829	73,852	-13,137	-2,778	-15.1	-3.6
MAINE	23,781	27,845	26,841	3,148	-1,884	13.2	-3.6
MARYLAND	84,184	89,841	98,294	8,118	1,253	7.3	1.4
MASSACHUSETTS	131,992	141,448	143,638	11,844	2,188	8.8	1.5
MICHIGAN	153,113	161,882	161,448	8,333	-416	5.4	-0.3
MINNESOTA	72,136	81,488	82,487	10,271	919	14.2	1.1
MISSISSIPPI	29,219	53,884	55,683	26,484	2,389	90.6	4.9
MISSOURI	94,387	99,378	99,692	5,385	314	5.6	0.3
MONTANA	8,618	15,376	15,388	8,758	-7	78.5	0.0
NEBRASKA	25,278	30,453	30,171	4,881	-282	19.4	-0.9
NEVADA	11,133	14,178	14,743	3,618	565	32.4	4.0
NEW HAMPSHIRE	9,916	16,871	16,323	6,487	252	64.6	1.6
NEW JERSEY	145,877	170,512	172,018	26,941	1,506	18.6	0.9
NEW MEXICO	15,149	29,556	29,816	14,667	260	96.8	0.9
NEW YORK	240,258	289,383	292,981	52,731	3,598	21.9	1.2
NORTH CAROLINA	98,835	112,934	108,214	11,179	-3,720	11.4	-3.3
NORTH DAKOTA	8,976	11,858	12,279	3,303	429	36.8	3.6
OHIO	188,314	198,956	199,211	30,897	255	18.4	0.1
OKLAHOMA	44,181	85,881	85,285	21,184	294	47.8	0.3
OREGON	37,258	46,575	47,487	10,229	912	27.5	2.0
PENNSYLVANIA	286,792	282,357	283,258	-3,534	901	-1.7	0.4
PUERTO RICO	11,299	44,829	39,858	28,658	-4,762	255.9	-10.7
RHODE ISLAND	15,971	19,152	19,527	3,556	375	22.3	2.0
SOUTH CAROLINA	72,357	72,157	73,299	942	1,142	1.3	1.6
SOUTH DAKOTA	9,938	13,629	14,034	4,098	405	41.2	3.0
TENNESSEE	99,251	95,388	96,433	-2,818	1,053	-2.8	1.1
TEXAS	233,552	253,418	301,222	67,670	7,804	29.0	2.7
UTAH	37,284	41,781	42,811	5,607	1,029	15.1	2.4
VERMONT	6,382	10,665	11,485	5,023	748	78.7	6.9
VIRGINIA	77,618	102,814	103,727	26,111	913	33.6	0.9
WASHINGTON	57,785	68,451	70,282	12,577	1,831	21.8	2.7
WEST VIRGINIA	39,135	46,489	47,556	17,421	1,147	57.8	2.5
WISCONSIN	58,819	75,945	76,067	18,048	122	31.1	0.2
WYOMING	7,261	10,654	10,893	3,632	239	58.8	2.2
AMERICAN SAMOA	139	201	178	39	-23	28.1	-11.4
GUAM	2,597	1,929	1,852	-745	-77	-28.7	-4.0
NORTHERN MARIANAS	–	–	585	–	–	–	–
TRUST TERRITORIES	1,128	–	–	–	–	–	–
VIRGIN ISLANDS	1,712	1,414	124	-1,588	-1,290	-92.8	-91.2
BUR. OF INDIAN AFFAIRS	–	5,388	5,366	–	-22	–	-0.4
U.S. & INSULAR AREAS	3,708,681	4,370,244	4,421,881	713,000	51,357	19.2	1.2
50 STATES, D.C. & P.R.	3,783,833	4,361,312	4,413,496	710,463	52,184	19.2	1.2

THE FIGURES REPRESENT CHILDREN 6-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 21

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

LEARNING DISABLED

STATE	←NUMBER SERVED→			+CHANGE IN NUMBER SERVED+		PERCENT CHANGE ←IN NUMBER SERVED→	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	5,436	27,751	28,889	23,453	1,138	431.4	4.1
ALASKA	3,927	6,938	6,938	3,011	0	76.7	0.0
ARIZONA	17,214	26,866	27,984	10,770	1,118	62.6	4.2
ARKANSAS	5,072	21,875	22,930	17,858	1,055	352.1	4.8
CALIFORNIA	74,404	211,940	220,057	145,653	8,117	195.8	3.8
COLORADO	16,661	21,569	22,690	6,028	1,120	36.2	5.2
CONNECTICUT	19,281	29,698	29,498	10,297	-192	53.6	-0.6
DELAWARE	4,392	7,623	7,767	3,375	144	76.8	1.9
DISTRICT OF COLUMBIA	1,661	3,844	3,483	1,742	359	104.9	11.8
FLORIDA	31,858	64,436	70,663	38,213	5,827	120.0	8.7
GEORGIA	15,744	23,237	25,770	10,026	2,533	63.7	10.9
HAWAII	4,888	6,992	6,588	1,700	-404	35.0	-5.8
IDAHO	5,684	9,181	9,614	4,010	433	71.6	4.7
ILLINOIS	53,328	99,991	100,840	47,512	1,749	89.1	1.8
INDIANA	5,422	33,846	35,072	29,650	1,226	546.8	3.6
IOWA	17,553	21,676	22,069	4,516	393	25.7	1.8
KANSAS	8,425	18,242	18,886	8,381	564	99.5	3.5
KENTUCKY	7,423	21,875	21,650	14,227	-225	191.7	-1.0
LOUISIANA	18,823	33,261	31,611	20,788	-1,650	192.1	-5.0
MAINE	7,281	9,983	10,070	2,889	187	38.7	1.7
MARYLAND	29,803	44,444	49,927	20,834	5,483	71.6	12.3
MASSACHUSETTS	18,542	49,458	48,482	29,940	-988	161.5	-2.0
MICHIGAN	28,143	63,888	64,864	36,721	974	130.5	1.5
MINNESOTA	21,456	37,181	36,919	15,463	-262	72.1	-0.7
MISSISSIPPI	2,748	22,476	24,538	21,790	2,062	792.9	9.2
MISSOURI	22,862	40,727	41,950	19,088	1,223	83.5	3.0
MONTANA	2,883	7,589	7,536	4,653	-43	161.4	-0.8
NEBRASKA	5,433	12,163	12,068	6,635	-95	122.1	-0.8
NEVADA	4,782	7,782	8,151	3,369	369	70.5	4.7
NEW HAMPSHIRE	3,891	9,409	9,387	6,296	-22	283.7	-0.2
NEW JERSEY	33,188	71,709	75,879	42,691	4,170	128.6	5.8
NEW MEXICO	6,175	12,342	13,083	6,908	741	111.9	6.0
NEW YORK	34,514	143,461	152,460	117,946	8,999	341.7	6.3
NORTH CAROLINA	17,697	47,733	44,717	27,020	-3,016	152.7	-6.3
NORTH DAKOTA	2,439	5,080	5,251	2,812	171	115.3	3.4
OHIO	32,399	73,548	74,723	42,324	1,175	130.6	1.6
OKLAHOMA	15,015	27,823	28,066	13,051	243	86.9	0.9
OREGON	11,146	25,175	25,529	14,383	354	129.0	1.4
PENNSYLVANIA	19,772	74,284	76,852	57,080	2,648	288.7	3.6
PUERTO RICO	1,812	8,289	8,127	7,115	1,918	783.1	30.9
RHODE ISLAND	4,629	12,443	12,446	7,846	3	169.8	0.0
SOUTH CAROLINA	10,821	23,887	24,705	13,884	1,098	128.3	4.7
SOUTH DAKOTA	1,196	4,903	5,318	4,122	415	344.6	8.5
TENNESSEE	35,243	43,477	44,599	9,356	1,122	26.5	2.6
TEXAS	58,898	153,535	157,096	198,298	3,561	268.7	2.3
UTAH	13,584	14,798	15,968	2,384	1,170	17.6	7.9
VERMONT	2,926	4,128	4,519	2,493	391	123.1	9.5
VIRGINIA	16,211	45,079	47,317	31,106	2,238	191.9	5.0
WASHINGTON	10,129	33,928	34,257	24,128	337	238.2	1.0
WEST VIRGINIA	5,743	18,107	19,473	13,730	1,366	239.1	7.5
WISCONSIN	14,378	29,717	22,768	8,390	-6,949	58.4	-23.4
WYOMING	3,884	5,281	4,888	1,004	-393	58.5	-7.4
AMERICAN SAMOA	37	0	0	-37	0	-100.0	0.0
GUAM	148	705	734	586	29	395.9	4.1
NORTHERN MARIANAS	-	-	308	-	-	-	-
TRUST TERRITORIES	289	-	-	-	-	-	-
VIRGIN ISLANDS	176	282	0	-176	-282	-100.0	-100.0
BUR. OF INDIAN AFFAIRS	-	2,985	2,864	-	-41	-	-1.4
U.S. & INSULAR AREAS	797,226	1,872,339	1,926,097	1,128,871	53,758	141.6	2.9
50 STATES, D.C. & P.R.	796,596	1,868,447	1,922,191	1,125,595	53,744	141.3	2.9

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 22

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

SPEECH IMPAIRED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1985-86	NUMBER SERVED 1986-87	CHANGE IN NUMBER SERVED 1976-77 - 1986-87	CHANGE IN NUMBER SERVED 1985-86 - 1986-87	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1986-87	PERCENT CHANGE IN NUMBER SERVED 1985-86 - 1986-87
ALABAMA	14,898	19,992	20,565	6,469	573	45.9	2.9
ALASKA	1,844	3,197	3,317	1,473	120	79.9	3.8
ARIZONA	11,379	11,461	12,072	693	611	6.1	5.3
ARKANSAS	7,182	9,208	9,378	2,196	171	30.5	1.9
CALIFORNIA	127,817	95,572	97,808	-30,209	2,836	-23.6	2.1
COLORADO	13,188	8,138	8,248	-4,921	112	-37.4	1.4
CONNECTICUT	16,518	13,278	13,282	-3,236	4	-19.6	0.0
DELAWARE	3,388	1,883	2,101	-1,294	218	-38.1	11.6
DISTRICT OF COLUMBIA	2,488	1,528	1,348	-1,148	-177	-46.8	-11.6
FLORIDA	37,253	54,198	57,988	19,813	2,878	53.2	5.3
GEORGIA	23,322	21,598	22,322	-1,888	728	-4.3	3.4
HAWAII	2,452	2,287	2,347	-185	88	-4.3	2.6
IDAHO	3,282	4,674	3,858	588	-224	17.3	-5.5
ILLINOIS	88,274	71,573	72,784	-7,518	1,191	-8.4	1.7
INDIANA	48,738	38,757	48,825	-8,734	288	-17.9	0.7
IOWA	17,475	13,827	12,958	-4,525	-877	-25.9	-6.8
KANSAS	15,581	11,851	12,385	-3,136	814	-28.2	4.3
KENTUCKY	21,541	25,918	26,435	4,884	525	22.7	2.8
LOUISIANA	44,828	21,475	21,231	-22,797	-244	-51.8	-1.1
MAINE	5,973	6,823	6,236	263	-587	4.4	-8.8
MARYLAND	38,284	23,547	24,241	-8,843	-1,388	-28.8	-5.1
MASSACHUSETTS	35,877	32,788	34,427	-1,858	1,881	-1.9	5.1
MICHIGAN	67,484	42,841	42,538	-24,938	-188	-37.8	-8.2
MINNESOTA	28,892	18,738	19,177	-7,518	418	-28.2	2.2
MISSISSIPPI	9,818	17,342	18,722	9,188	1,388	94.7	7.8
MISSOURI	36,298	29,738	29,885	-6,431	138	-17.7	8.4
MONTANA	2,491	4,582	4,827	2,136	75	85.7	1.6
NEBRASKA	18,331	9,888	8,834	-1,387	-184	-13.5	-1.8
NEVADA	3,127	3,157	3,233	188	78	3.4	2.4
NEW HAMPSHIRE	1,338	3,885	3,278	1,832	175	144.4	5.7
NEW JERSEY	88,845	61,882	58,283	-18,882	-2,739	-15.4	-4.5
NEW MEXICO	2,858	9,481	9,388	7,387	-58	355.1	-8.4
NEW YORK	81,548	38,837	37,888	-24,648	72	-38.9	8.2
NORTH CAROLINA	28,813	27,838	27,412	488	378	1.9	1.4
NORTH DAKOTA	3,823	3,878	4,188	285	288	6.8	5.3
OHIO	58,887	54,884	54,483	-4,384	-421	-7.4	-8.8
OKLAHOMA	14,138	28,888	28,844	8,588	-211	48.8	-1.8
OREGON	18,882	11,887	11,888	784	588	7.4	4.8
PENNSYLVANIA	88,213	88,888	88,438	-48,777	-1,458	-41.1	-2.4
PUERTO RICO	218	1,788	2,814	2,588	1,854	1,184.8	58.8
RHODE ISLAND	8,217	3,258	3,484	-1,783	188	-33.8	8.8
SOUTH CAROLINA	23,378	88,538	21,413	-1,857	878	-8.4	4.3
SOUTH DAKOTA	8,878	8,384	8,182	-488	-182	-13.8	-2.8
TENNESSEE	31,788	27,888	28,127	-3,878	672	-11.3	1.7
TEXAS	78,823	88,888	88,888	-8,823	2,814	-12.3	3.8
UTAH	8,838	8,888	8,847	2,218	328	33.4	3.8
VERMONT	1,788	2,888	3,872	1,887	344	182.4	18.7
VIRGINIA	28,883	28,811	28,588	-384	-218	-1.3	-8.7
WASHINGTON	18,888	18,881	18,811	-8,844	888	-38.7	8.8
WEST VIRGINIA	8,847	12,888	12,948	3,883	82	48.1	8.4
WISCONSIN	18,484	18,888	18,221	2,817	-841	18.3	-3.4
WYOMING	1,818	3,388	3,348	1,538	28	85.8	8.8
AMERICAN SAMOA	8	88	82	82	12	188.8	38.8
GUAM	481	177	281	-288	24	-58.2	13.8
NORTHERN MARIANAS	-	-	48	-	-	-	-
TRUST TERRITORIES	77	-	-	-	-	-	-
VIRGIN ISLANDS	328	222	28	-288	-188	-82.8	-88.3
BUR. OF INDIAN AFFAIRS	-	1,334	1,377	-	43	-	3.2
U.S. & INSULAR AREAS	1,382,878	1,128,471	1,148,422	-182,258	11,951	-12.5	1.1
58 STATES, D.C. & P.R.	1,381,788	1,128,888	1,138,728	-183,888	12,828	-12.5	1.1

THE FIGURES REPRESENT CHILDREN 8-28 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 23

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

MENTALLY RETARDED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	31,203	33,638	31,498	295	-2,140	0.9	-6.4
ALASKA	1,277	690	717	-560	27	-43.9	3.9
ARIZONA	8,888	5,572	5,332	-3,276	-240	-36.1	-4.3
ARKANSAS	14,674	13,783	13,382	-1,372	-401	-9.3	-2.9
CALIFORNIA	42,916	27,119	27,798	-15,118	679	-35.2	2.5
COLORADO	10,877	4,445	4,321	-6,736	-124	-57.1	-2.8
CONNECTICUT	10,132	5,266	4,833	-5,299	-433	-52.3	-8.2
DELAWARE	3,199	1,703	1,596	-1,603	-107	-50.1	-6.3
DISTRICT OF COLUMBIA	2,918	1,305	1,201	-1,717	-104	-58.8	-13.3
FLORIDA	34,311	26,587	26,615	-7,696	28	-22.4	0.1
GEORGIA	31,744	18,078	24,845	-6,899	6,767	-21.7	37.4
HAWAII	2,434	1,261	1,214	-1,220	-47	-50.1	-3.7
IDAHO	3,567	3,172	3,006	-561	-166	-15.7	-5.2
ILLINOIS	48,974	30,871	31,683	-17,291	812	-35.3	2.6
INDIANA	27,784	22,996	22,398	-6,386	-598	-19.4	-2.2
IOWA	12,663	12,111	11,937	-726	-174	-5.7	-1.4
KANSAS	8,665	6,133	6,227	-2,438	94	-28.1	1.5
KENTUCKY	22,872	19,416	19,146	-3,726	-270	-16.3	-1.4
LOUISIANA	24,547	11,957	11,876	-12,671	-81	-51.6	-0.7
MAINE	5,664	4,522	3,917	-1,747	-605	-30.8	-13.4
MARYLAND	17,523	7,287	6,390	-11,133	-897	-63.5	-12.3
MASSACHUSETTS	34,972	30,105	30,644	-4,328	479	-12.4	1.6
MICHIGAN	34,715	23,583	22,717	-11,998	-866	-34.6	-3.7
MINNESOTA	15,148	12,499	12,531	-2,689	32	-17.2	0.3
MISSISSIPPI	15,487	11,354	10,442	-5,045	-912	-32.6	-8.0
MISSOURI	29,304	17,639	16,710	-8,594	-929	-34.0	-5.3
MONTANA	2,114	1,372	1,328	-786	-44	-37.2	-3.2
NEBRASKA	7,567	4,929	4,891	-2,666	-38	-35.3	-0.8
NEVADA	1,586	987	1,013	-573	26	-36.1	2.6
NEW HAMPSHIRE	2,720	1,203	1,047	-1,673	-46	-61.5	-4.2
NEW JERSEY	22,394	8,880	7,713	-14,681	-1,887	-65.6	-12.4
NEW MEXICO	4,519	2,421	2,314	-2,205	-107	-48.8	-4.4
NEW YORK	55,582	31,073	28,480	-27,102	-2,593	-48.8	-8.3
NORTH CAROLINA	46,334	23,748	22,476	-23,858	-1,272	-51.5	-5.4
NORTH DAKOTA	1,974	1,787	1,752	-222	-35	-11.2	-2.0
OHIO	67,626	52,443	51,083	-16,543	-1,360	-24.5	-2.6
OKLAHOMA	12,753	11,898	11,726	-1,027	-172	-8.1	-1.4
OREGON	7,697	4,448	4,280	-3,417	-168	-44.4	-3.8
PENNSYLVANIA	56,461	43,444	42,405	-14,056	-1,039	-24.9	-2.4
PUERTO RICO	8,132	23,593	20,297	12,165	-3,296	149.6	-14.0
RHODE ISLAND	2,483	1,326	1,272	-1,211	-54	-48.8	-4.1
SOUTH CAROLINA	29,944	18,657	17,776	-12,168	-881	-40.6	-4.7
SOUTH DAKOTA	1,787	1,678	1,650	-137	-28	-7.7	-1.7
TENNESSEE	23,019	15,413	14,537	-8,482	-876	-36.8	-5.7
TEXAS	47,598	28,587	28,479	-19,101	-28	-40.1	-0.1
UTAH	5,117	3,702	3,625	-1,492	-77	-29.2	-2.1
VERMONT	2,133	2,101	2,034	-99	-127	-4.6	-5.9
VIRGINIA	22,359	15,214	14,528	-7,831	-686	-35.0	-4.5
WASHINGTON	11,684	8,733	8,753	-2,931	20	-25.1	0.2
WEST VIRGINIA	11,963	10,257	9,965	-1,998	-292	-16.7	-2.8
WISCONSIN	19,187	12,336	8,106	-13,081	-6,230	-68.2	-50.5
WYOMING	1,197	865	643	-554	-222	-46.3	-25.7
AMERICAN SAMOA	71	134	97	26	-37	36.6	-27.6
GUAM	739	748	690	-49	-58	-6.6	-7.8
NORTHERN MARIANAS	-	-	64	-	-	-	-
TRUST TERRITORIES	528	-	-	-	-	-	-
VIRGIN ISLANDS	954	751	46	-908	-705	-95.2	-93.9
BUR. OF INDIAN AFFAIRS	-	497	458	-	-39	-	-7.8
U.S. & INSULAR AREAS	969,582	686,077	664,424	-305,138	-21,653	-31.5	-3.2
50 STATES, D.C. & P.R.	967,272	683,947	663,069	-304,203	-20,878	-31.4	-3.1

THE FIGURES REPRESENT CHILDREN 6-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 24

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

EMOTIONALLY DISTURBED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	917	5,983	6,394	5,477	491	597.3	8.3
ALASKA	335	328	390	55	62	16.4	18.9
ARIZONA	3,885	4,332	3,951	286	-381	7.8	-8.8
ARKANSAS	240	494	476	236	-18	98.3	-3.6
CALIFORNIA	21,990	9,612	10,190	-11,810	568	-53.7	5.9
COLORADO	4,844	8,479	8,661	3,817	182	78.8	2.1
CONNECTICUT	10,381	13,446	13,166	2,785	-280	26.8	-2.1
DELAWARE	2,753	3,029	2,587	-166	-433	-6.0	-14.3
DISTRICT OF COLUMBIA	1,086	792	761	-325	-31	-29.9	-3.9
FLORIDA	7,584	29,326	29,733	13,149	407	173.4	2.0
GEORGIA	9,077	15,224	17,253	8,176	2,029	90.1	13.3
HAWAII	158	500	528	370	28	234.2	5.6
IDAHO	581	597	583	-78	-84	-13.4	-15.7
ILLINOIS	31,157	29,980	31,611	454	1,631	1.5	5.5
INDIANA	1,480	3,638	4,053	2,653	415	189.5	11.4
IOWA	1,757	6,879	6,240	4,483	161	255.2	2.6
KANSAS	1,900	4,527	4,383	2,483	-144	121.4	-3.2
KENTUCKY	1,534	2,053	2,853	1,319	299	86.0	7.5
LOUISIANA	3,499	3,996	3,718	219	-278	6.3	-7.0
MAINE	2,984	4,441	4,196	1,292	-245	44.5	-5.5
MARYLAND	3,787	3,999	3,804	17	-195	0.4	-4.9
MASSACHUSETTS	24,467	19,428	19,512	-4,955	84	-20.3	0.4
MICHIGAN	13,224	21,869	21,023	7,799	-846	59.0	-3.9
MINNESOTA	4,483	8,896	9,663	5,208	767	119.5	8.6
MISSISSIPPI	30	338	292	242	-46	484.0	-13.6
MISSOURI	5,359	7,772	8,108	2,749	336	51.3	4.3
MONTANA	317	662	676	359	14	113.2	2.1
NEBRASKA	977	2,368	2,283	1,286	-105	131.6	-4.4
NEVADA	548	981	1,086	538	105	98.2	10.7
NEW HAMPSHIRE	686	1,398	1,498	884	100	117.2	7.2
NEW JERSEY	11,758	14,453	14,667	2,909	214	24.7	1.5
NEW MEXICO	1,278	3,037	2,995	1,717	-42	134.4	-1.4
NEW YORK	46,948	46,767	48,113	1,165	1,346	2.5	2.9
NORTH CAROLINA	2,462	7,317	7,752	5,290	435	214.9	5.9
NORTH DAKOTA	206	407	469	263	62	127.7	15.2
OHIO	1,949	7,088	7,521	5,581	433	287.7	6.1
OKLAHOMA	462	1,215	1,267	805	52	174.2	4.3
OREGON	2,439	2,611	2,635	196	24	8.0	0.9
PENNSYLVANIA	9,791	17,635	18,666	8,875	1,031	90.6	5.8
PUERTO RICO	376	1,375	1,604	1,228	229	326.6	16.7
RHODE ISLAND	1,248	1,265	1,424	176	159	14.1	12.6
SOUTH CAROLINA	4,058	6,229	6,379	2,321	150	57.2	2.6
SOUTH DAKOTA	149	884	598	449	-6	301.3	-1.0
TENNESSEE	2,482	2,529	2,437	-45	-83	-1.8	-3.3
TEXAS	9,731	21,145	22,213	12,482	1,068	128.3	5.1
UTAH	10,280	11,392	10,856	576	-536	5.6	-4.7
VERMONT	127	489	590	463	101	364.6	20.7
VIRGINIA	3,689	7,313	7,733	4,044	420	109.6	5.7
WASHINGTON	5,891	3,886	3,364	-2,527	-522	-42.9	-13.4
WEST VIRGINIA	635	2,224	2,420	1,785	196	281.1	8.8
WISCONSIN	4,636	11,318	9,552	4,716	-1,766	97.5	-15.6
WYOMING	447	258	544	97	286	21.7	110.9
AMERICAN SAMOA	0	1	0	0	-1	0.0	-100.0
GUAM	23	65	41	18	-24	78.3	-36.9
NORTHERN MARIANAS	-	-	1	-	-	-	-
TRUST TERRITORIES	95	-	-	-	-	-	-
VIRGIN ISLANDS	76	44	12	-64	-32	-84.2	-72.7
BUR. OF INDIAN AFFAIRS	-	244	273	-	29	-	11.9
U.S. & INSULAR AREAS	283,087	376,943	384,680	101,593	7,737	35.9	2.1
50 STATES, D.C. & P.R.	282,893	376,589	384,353	101,460	7,764	35.9	2.1

THE FIGURES REPRESENT CHILDREN 6-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 25

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

HARD OF HEARING & DEAF

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	924	1,148	1,186	262	-34	19.7	-3.0
ALASKA	482	198	203	-279	13	-57.9	6.8
ARIZONA	907	1,625	1,639	732	14	141.6	1.4
ARKANSAS	515	603	637	122	34	23.7	5.6
CALIFORNIA	7,124	7,347	7,461	337	114	4.7	1.6
COLORADO	1,181	893	863	-318	-30	-26.9	-3.4
CONNECTICUT	1,890	847	859	-1,031	12	-54.6	1.4
DELAWARE	168	289	296	128	7	76.2	2.4
DISTRICT OF COLUMBIA	278	42	47	-231	5	-83.1	11.9
FLORIDA	2,163	1,882	1,815	-348	13	-16.1	0.7
GEORGIA	2,249	927	1,457	-792	530	-35.2	57.2
HAWAII	335	235	216	-119	-19	-35.5	-8.1
IDAHO	421	361	377	-44	16	-10.5	4.4
ILLINOIS	4,349	3,587	3,687	-662	100	-15.2	2.8
INDIANA	1,660	1,220	1,242	-418	22	-25.2	1.8
IOWA	915	905	851	-64	-54	-7.0	-6.0
KANSAS	1,981	650	723	-1,258	73	-63.5	11.2
KENTUCKY	1,256	836	820	-436	-16	-34.7	-1.9
LOUISIANA	1,378	1,680	1,566	188	-114	13.6	-6.8
MAINE	583	443	415	-178	-28	-30.6	-6.3
MARYLAND	1,627	1,415	1,151	-476	-268	-29.3	-18.9
MASSACHUSETTS	6,736	1,955	2,183	-4,635	148	-68.8	7.6
MICHIGAN	3,101	2,782	2,749	-352	-13	-11.4	-0.5
MINNESOTA	1,574	1,504	1,432	-142	-72	-9.0	-4.8
MISSISSIPPI	801	558	560	-241	2	-30.1	0.4
MISSOURI	1,465	881	895	-570	14	-38.9	1.6
MONTANA	361	269	273	-88	4	-24.4	1.5
NEBRASKA	474	465	572	98	107	20.7	23.0
NEVADA	294	149	169	-55	20	-17.2	13.4
NEW HAMPSHIRE	432	233	234	-198	1	-45.8	0.4
NEW JERSEY	2,794	1,636	1,411	-1,383	-225	-49.5	-13.8
NEW MEXICO	422	414	442	20	28	4.7	6.8
NEW YORK	5,893	4,531	4,733	-1,160	202	-19.7	4.5
NORTH CAROLINA	2,336	2,096	1,928	-408	-168	-17.5	-8.0
NORTH DAKOTA	205	178	164	-41	-14	-20.0	-7.9
OHIO	2,779	2,473	2,446	-333	-27	-12.0	-1.1
OKLAHOMA	816	866	837	21	-29	2.6	-3.3
OREGON	1,265	1,297	1,123	-142	-84	-11.2	-7.0
PENNSYLVANIA	5,453	3,616	3,441	-2,012	-175	-36.9	-4.8
PUERTO RICO	991	2,717	1,505	514	-1,212	51.9	-44.6
RHODE ISLAND	356	216	219	-137	3	-38.5	1.4
SOUTH CAROLINA	1,613	1,828	1,868	-845	40	-33.8	3.9
SOUTH DAKOTA	248	185	329	81	144	32.7	77.8
TENNESSEE	2,176	1,630	1,575	-601	-55	-27.6	-3.4
TEXAS	6,421	4,846	4,836	-1,585	-10	-24.7	-0.2
UTAH	746	849	731	-15	-109	-2.0	-13.0
VERMONT	138	199	199	61	0	44.2	0.0
VIRGINIA	1,797	1,337	1,304	-493	-33	-27.4	-2.5
WASHINGTON	2,359	1,384	1,504	-855	120	-36.2	8.7
WEST VIRGINIA	578	469	464	-112	-5	-19.4	-1.1
WISCONSIN	1,267	1,028	399	-868	-629	-68.5	-61.2
WYOMING	185	187	192	7	5	3.8	2.7
AMERICAN SAMOA	24	18	13	-11	3	-45.8	38.8
GUAM	1,164	37	32	-1,132	-5	-97.3	-13.5
NORTHERN MARIANAS	-	-	20	-	-	-	-
TRUST TERRITORIES	71	-	-	-	-	-	-
VIRGIN ISLANDS	117	43	1	-116	-42	-99.1	-97.7
BUR. OF INDIAN AFFAIRS	-	23	27	-	4	-	17.4
U.S. & INSULAR AREAS	89,758	68,413	66,761	-22,997	-1,652	-25.6	-2.4
50 STATES, D.C. & P.R.	88,382	68,380	66,668	-21,714	-1,632	-24.6	-2.4

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 26

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

MULTIHANDICAPPED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1985-86	NUMBER SERVED 1986-87	CHANGE IN NUMBER SERVED 1976-77 - 1986-87	CHANGE IN NUMBER SERVED 1985-86 - 1986-87	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1986-87	PERCENT CHANGE IN NUMBER SERVED 1985-86 - 1986-87
ALABAMA	-	1,811	1,852	-	41	-	4.1
ALASKA	-	268	323	-	55	-	20.5
ARIZONA	-	1,883	1,316	-	313	-	31.2
ARKANSAS	-	570	611	-	41	-	7.2
CALIFORNIA	-	5,102	6,631	-	889	-	18.8
COLORADO	-	3,055	3,323	-	288	-	8.8
CONNECTICUT	-	1,987	1,288	-	282	-	28.8
DELAWARE	-	211	273	-	62	-	29.4
DISTRICT OF COLUMBIA	-	62	124	-	62	-	100.8
FLORIDA	-	117	8	-	-117	-	-100.8
GEORGIA	-	12,888	8	-	-12,888	-	-100.8
HAWAII	-	285	251	-	48	-	22.4
IDAHO	-	481	255	-	-226	-	-47.8
ILLINOIS	-	8	8	-	8	-	8.8
INDIANA	-	1,432	1,584	-	72	-	5.8
IOWA	-	887	715	-	18	-	2.6
KANSAS	-	624	883	-	88	-	11.1
KENTUCKY	-	1,327	1,481	-	74	-	5.6
LOUISIANA	-	1,251	1,188	-	-85	-	-4.8
MAINE	-	777	1,878	-	298	-	38.5
MARYLAND	-	3,711	2,777	-	-834	-	-25.2
MASSACHUSETTS	-	3,188	3,277	-	171	-	5.5
MICHIGAN	-	1,888	1,848	-	158	-	9.3
MINNESOTA	-	8	19	-	19	-	188.8
MISSISSIPPI	-	298	388	-	8	-	2.7
MISSOURI	-	648	638	-	-1	-	-8.2
MONTANA	-	387	378	-	9	-	2.5
NEBRASKA	-	884	547	-	-87	-	-8.4
NEVADA	-	547	677	-	138	-	23.8
NEW HAMPSHIRE	-	388	318	-	18	-	3.3
NEW JERSEY	-	9,292	11,874	-	2,582	-	27.8
NEW MEXICO	-	888	834	-	23	-	3.1
NEW YORK	-	11,758	12,743	-	885	-	8.4
NORTH CAROLINA	-	1,812	1,882	-	-138	-	-7.2
NORTH DAKOTA	-	8	8	-	8	-	8.8
OHIO	-	3,832	4,182	-	358	-	9.1
OKLAHOMA	-	1,488	1,738	-	264	-	18.8
OREGON	-	8	8	-	8	-	8.8
PENNSYLVANIA	-	8	28	-	28	-	188.8
PUERTO RICO	-	2,975	2,438	-	-538	-	-18.8
RHODE ISLAND	-	98	188	-	18	-	11.1
SOUTH CAROLINA	-	781	551	-	-158	-	-21.4
SOUTH DAKOTA	-	538	562	-	32	-	6.8
TENNESSEE	-	1,738	1,557	-	-182	-	-18.5
TEXAS	-	3,988	4,153	-	173	-	4.3
UTAH	-	1,484	1,884	-	228	-	15.8
VERMONT	-	172	165	-	-7	-	-4.1
VIRGINIA	-	1,883	1,582	-	-311	-	-18.3
WASHINGTON	-	2,134	2,888	-	-44	-	-2.1
WEST VIRGINIA	-	288	378	-	172	-	83.5
WISCONSIN	-	821	17,743	-	16,922	-	2,881.1
WYOMING	-	128	781	-	575	-	458.3
AMERICAN SAMOA	-	18	8	-	-2	-	-28.8
GUAM	-	117	99	-	-18	-	-15.4
NORTHERN MARIANAS	-	-	88	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	51	23	-	-28	-	-54.9
BUR. OF INDIAN AFFAIRS	-	292	261	-	-31	-	-18.6
U.S. & INSULAR AREAS	-	89,781	99,416	-	9,715	-	18.8
50 STATES, D.C. & P.R.	-	89,231	98,965	-	9,734	-	18.9

THE FIGURES REPRESENT CHILDREN 8-28 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 27

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

ORTHOPEDICALLY IMPAIRED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	602	568	530	-72	22	-12.0	4.3
ALASKA	184	155	142	38	-13	36.5	-8.4
ARIZONA	488	550	565	185	15	22.8	2.7
ARKANSAS	255	349	329	85	-29	25.5	-8.3
CALIFORNIA	28,757	6,964	7,285	-19,472	321	-72.8	4.6
COLORADO	1,588	971	995	-585	24	-37.0	2.5
CONNECTICUT	984	329	364	-620	35	-63.0	10.6
DELAWARE	383	361	340	37	-21	12.2	-5.8
DISTRICT OF COLUMBIA	194	65	71	-123	6	-63.4	9.2
FLORIDA	2,042	2,227	2,401	359	174	17.6	7.8
GEORGIA	692	581	704	12	283	1.7	48.5
HAWAII	194	373	409	215	36	110.8	9.7
IDAHO	611	503	368	-243	-135	-39.8	-26.8
ILLINOIS	3,451	4,156	4,392	851	148	24.7	3.5
INDIANA	837	782	816	-21	34	-2.5	4.3
IOWA	452	1,007	1,102	710	85	157.1	5.9
KANSAS	310	585	884	294	19	94.8	3.2
KENTUCKY	451	534	554	103	20	22.8	3.7
LOUISIANA	586	1,004	1,027	441	23	75.3	2.3
MAINE	378	411	416	38	5	10.1	1.2
MARYLAND	881	806	625	-256	-181	-29.1	-22.5
MASSACHUSETTS	5,905	1,538	1,798	-4,109	258	-69.6	16.8
MICHIGAN	3,772	4,824	4,895	323	71	8.6	1.8
MINNESOTA	939	1,371	1,426	487	55	51.9	4.0
MISSISSIPPI	140	458	582	442	124	315.7	27.1
MISSOURI	1,066	818	744	-322	-74	-30.2	-9.0
MONTANA	82	139	149	67	10	81.7	7.2
NEBRASKA	273	682	712	439	30	160.8	7.6
NEVADA	178	241	138	-40	-103	-22.5	-42.7
NEW HAMPSHIRE	241	157	173	-68	16	-28.2	10.2
NEW JERSEY	1,977	997	718	-1,259	-279	-63.7	-28.0
NEW MEXICO	450	429	445	-5	16	-1.1	3.7
NEW YORK	5,786	3,477	3,329	-2,457	-148	-42.5	-4.3
NORTH CAROLINA	943	1,029	942	-1	-87	-0.1	-8.5
NORTH DAKOTA	81	233	225	144	-8	177.8	-3.4
OHIO	2,729	3,707	3,791	1,062	84	38.9	2.3
OKLAHOMA	512	393	423	-89	30	-17.4	7.6
OREGON	656	846	1,057	287	211	24.4	24.9
PENNSYLVANIA	3,125	1,997	1,953	-1,172	-44	-37.5	-2.2
PUERTO RICO	218	2,487	948	730	-1,467	347.6	-60.9
RHODE ISLAND	181	222	250	69	28	38.1	12.6
SOUTH CAROLINA	923	711	765	-158	54	-17.1	7.6
SOUTH DAKOTA	207	214	218	11	4	5.3	1.9
TENNESSEE	1,297	981	1,012	-285	31	-22.0	3.2
TEXAS	8,091	4,263	4,459	-3,632	196	-44.9	4.6
UTAH	291	354	348	57	-6	19.6	-1.7
VERMONT	18	114	123	105	9	583.3	7.9
VIRGINIA	997	1,012	691	-306	-321	-30.7	-31.7
WASHINGTON	1,667	1,251	1,290	-377	39	-22.6	3.1
WEST VIRGINIA	490	422	412	-78	-10	-15.9	-2.4
WISCONSIN	1,331	1,010	741	-590	-269	-44.3	-26.6
WYOMING	97	209	226	129	17	133.0	8.1
AMERICAN SAMOA	0	4	3	3	-1	100.0	-25.0
GUAM	2	44	31	29	-13	1,450.0	-29.5
NORTHERN MARIANAS	-	-	79	-	-	-	-
TRUST TERRITORIES	4	-	-	-	-	-	-
VIRGIN ISLANDS	42	1	2	-40	1	-95.2	100.0
BUR. OF INDIAN AFFAIRS	-	34	40	-	6	-	17.6
U.S. & INSULAR AREAS	87,021	59,000	58,328	-28,693	-672	-33.0	-1.1
50 STATES, D.C. & P.R.	86,973	58,917	58,173	-28,800	-744	-33.1	-1.3

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 28

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

OTHER HEALTH IMPAIRED

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENT CHANGE IN NUMBER SERVED	
	1976-77	1985-86	1986-87	1976-77 - 1986-87	1985-86 - 1986-87	1976-77 - 1986-87	1985-86 - 1986-87
ALABAMA	435	602	732	297	88	68.3	12.3
ALASKA	1,547	83	132	-1,415	49	-91.5	59.0
ARIZONA	450	584	531	81	-53	18.0	-9.1
ARKANSAS	269	248	312	43	64	16.0	25.8
CALIFORNIA	28,164	12,544	12,167	-15,997	-377	-56.8	-3.0
COLORADO	0	0	0	-0	0	-100.0	0.0
CONNECTICUT	2,383	1,021	1,123	-1,188	102	-51.2	10.0
DELAWARE	19	54	161	142	107	747.4	198.1
DISTRICT OF COLUMBIA	506	96	117	-389	21	-76.9	21.9
FLORIDA	1,283	2,305	2,093	810	-212	63.1	-9.2
GEORGIA	1,553	291	256	-1,297	-35	-83.5	-12.0
HAWAII	48	9	10	-38	1	-79.2	11.1
IDAHO	149	575	492	342	-83	244.3	-16.2
ILLINOIS	6,635	1,721	1,778	-4,857	57	-73.2	3.3
INDIANA	1,134	284	242	-892	-42	-78.7	-14.8
IOWA	12	3	3	-9	0	-75.0	0.0
KANSAS	431	246	281	-150	35	-34.8	14.2
KENTUCKY	1,533	449	357	-1,176	-92	-76.7	-20.5
LOUISIANA	1,598	1,436	1,140	-458	-296	-28.7	-20.7
MAINE	706	306	380	-326	-16	-46.2	-4.0
MARYLAND	188	924	782	882	-142	334.4	-15.4
MASSACHUSETTS	3,807	2,085	2,382	-1,425	297	-37.4	14.2
MICHIGAN	1,382	493	749	-633	256	-45.8	51.9
MINNESOTA	1,383	845	813	-650	-32	-48.4	-3.8
MISSISSIPPI	283	5	0	-283	-5	-100.0	-100.0
MISSOURI	1,378	885	384	-882	-411	-71.4	-61.1
MONTANA	138	287	191	61	-16	46.9	-7.7
NEBRASKA	47	0	0	-47	0	-100.0	0.0
NEVADA	631	285	212	-419	-53	-66.4	-20.0
NEW HAMPSHIRE	1,135	296	296	-839	38	-73.9	11.3
NEW JERSEY	2,388	1,274	788	-1,822	-686	-78.4	-39.9
NEW MEXICO	51	551	161	110	-389	215.7	-70.8
NEW YORK	25,846	9,792	4,341	-21,505	-5,381	-83.2	-85.3
NORTH CAROLINA	583	1,518	1,857	1,154	147	229.4	9.7
NORTH DAKOTA	55	99	133	78	34	141.8	34.3
OHIO	881	0	0	-881	0	-100.0	0.0
OKLAHOMA	243	235	248	5	13	2.1	5.5
OREGON	2,530	673	833	-1,697	160	-67.1	23.8
PENNSYLVANIA	9,663	0	0	-9,663	0	-100.0	0.0
PUERTO RICO	86	1,156	1,032	946	-124	1,100.0	-10.7
RHODE ISLAND	1,748	217	253	-1,487	36	-85.5	16.6
SOUTH CAROLINA	671	198	188	-483	-10	-72.0	-5.1
SOUTH DAKOTA	311	93	108	-203	15	-65.3	16.1
TENNESSEE	2,343	1,172	1,736	-607	564	-25.9	48.1
TEXAS	30,747	7,963	8,728	-22,019	765	-71.6	9.6
UTAH	234	304	453	219	149	93.6	49.0
VERMONT	145	125	137	-8	12	-5.5	9.6
VIRGINIA	1,342	522	486	-856	-36	-63.8	-6.9
WASHINGTON	722	2,109	2,462	1,740	353	241.0	16.7
WEST VIRGINIA	429	523	283	-226	-329	-52.7	-61.2
WISCONSIN	1,843	429	248	-795	-181	-78.2	-42.2
WYOMING	252	334	297	45	-37	17.9	-11.1
AMERICAN SAMOA	3	0	0	-3	0	-100.0	0.0
GUAM	28	8	10	-18	2	-61.5	25.0
NORTHERN MARIANAS	-	-	6	-	-	-	-
TRUST TERRITORIES	31	-	-	-	-	-	-
VIRGIN ISLANDS	0	0	0	0	0	0.0	0.0
BUR. OF INDIAN AFFAIRS	-	51	56	-	5	-	9.8
U.S. & INSULAR AREAS	141,433	58,142	52,658	-88,775	-5,484	-62.8	-9.4
50 STATES, D.C. & P.R.	141,373	58,083	52,586	-88,787	-5,497	-62.8	-9.5

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 29

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

VISUALLY HANDICAPPED

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1985-86	NUMBER SERVED 1986-87	CHANGE IN NUMBER SERVED 1976-77 – 1986-87	CHANGE IN NUMBER SERVED 1985-86 – 1986-87	PERCENT CHANGE IN NUMBER SERVED 1976-77 – 1986-87	PERCENT CHANGE IN NUMBER SERVED 1985-86 – 1986-87
ALABAMA	376	469	437	61	-32	16.2	-6.8
ALASKA	83	44	40	-43	-4	-51.8	-9.1
ARIZONA	365	412	427	62	15	17.0	3.6
ARKANSAS	281	265	244	-37	-21	-13.2	-7.9
CALIFORNIA	3,121	2,448	2,483	-638	35	-20.4	1.4
COLORADO	425	318	320	-105	2	-24.7	0.6
CONNECTICUT	677	531	321	-356	-210	-52.6	-39.5
DELAWARE	88	141	117	37	-24	46.2	-17.0
DISTRICT OF COLUMBIA	122	26	25	-97	-1	-79.5	-3.8
FLORIDA	774	881	865	31	4	4.0	0.5
GEORGIA	831	513	572	-259	59	-31.2	11.5
HAWAII	46	74	86	40	12	87.0	16.2
IDAHO	389	212	179	-190	-33	-61.5	-15.6
ILLINOIS	1,631	1,284	1,418	-213	134	-13.1	10.4
INDIANA	650	545	579	-71	34	-10.9	6.2
IOWA	230	247	233	3	-14	1.3	-5.7
KANSAS	331	263	249	-82	-14	-24.8	-5.3
KENTUCKY	449	543	484	35	-59	7.8	-10.9
LOUISIANA	532	531	483	-49	-48	-9.2	-9.0
MAINE	224	119	128	-96	9	-42.9	7.6
MARYLAND	810	777	525	-285	-252	-35.2	-32.4
MASSACHUSETTS	2,485	883	954	-1,531	71	-61.6	8.0
MICHIGAN	1,314	910	865	-449	-45	-34.2	-4.9
MINNESOTA	570	486	486	-184	-2	-20.8	-0.5
MISSISSIPPI	175	214	229	54	15	30.9	7.0
MISSOURI	661	283	310	-351	27	-53.1	9.5
MONTANA	234	180	184	-50	4	-21.4	2.2
NEBRASKA	180	164	184	4	20	2.2	12.2
NEVADA	79	64	63	-16	-1	-20.3	-1.6
NEW HAMPSHIRE	275	114	106	-169	-8	-61.5	-7.0
NEW JERSEY	1,435	1,162	591	-844	-571	-58.8	-49.1
NEW MEXICO	197	139	137	-60	-2	-30.5	-1.4
NEW YORK	4,134	1,683	1,720	-2,414	37	-58.4	2.2
NORTH CAROLINA	850	618	625	-225	7	-26.5	1.1
NORTH DAKOTA	94	64	76	-18	12	-19.1	18.8
OHIO	1,174	953	975	-199	22	-17.0	2.3
OKLAHOMA	246	274	301	55	27	22.4	9.9
OREGON	583	459	402	-181	-57	-28.1	-12.4
PENNSYLVANIA	3,316	1,551	1,467	-1,849	-84	-55.8	-5.4
PUERTO RICO	177	2,316	969	792	-1,347	447.5	-58.2
RHODE ISLAND	127	86	83	-44	-3	-34.6	-3.5
SOUTH CAROLINA	959	478	445	-514	-33	-53.6	-6.9
SOUTH DAKOTA	63	68	68	-3	0	-4.8	0.0
TENNESSEE	992	769	825	-167	56	-16.8	7.3
TEXAS	1,571	2,291	2,281	710	88	45.2	3.6
UTAH	321	391	272	-49	-119	-15.3	-30.4
VERMONT	32	43	59	27	16	84.4	37.2
VIRGINIA	1,528	868	767	-761	-101	-49.8	-11.6
WASHINGTON	949	334	905	-44	571	-4.6	171.0
WEST VIRGINIA	353	297	270	-83	-27	-23.5	-9.1
WISCONSIN	575	393	286	-289	-107	-50.3	-27.2
WYOMING	191	68	53	-138	-15	-72.3	-22.1
AMERICAN SAMOA	4	0	1	-3	1	-75.0	100.0
GUAM	18	18	6	-10	-12	-62.5	-66.7
NORTHERN MARIANAS	-	-	4	-	-	-	-
TRUST TERRITORIES	48	-	-	-	-	-	-
VIRGIN ISLANDS	22	10	3	-19	-7	-86.4	-70.0
BUR. OF INDIAN AFFAIRS	-	8	10	-	2	-	25.0
U.S. & INSULAR AREAS	38,257	29,026	27,049	-11,208	-1,977	-29.3	-6.8
50 STATES, D.C. & P.R.	38,167	28,990	27,025	-11,142	-1,965	-29.2	-6.8

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 30

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND EHA-B

DEAF-BLIND

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1985-86	NUMBER SERVED 1986-87	CHANGE IN NUMBER SERVED 1976-77 - 1986-87	CHANGE IN NUMBER SERVED 1985-86 - 1986-87	PERCENT CHANGE IN NUMBER SERVED 1976-77 - 1986-87	PERCENT CHANGE IN NUMBER SERVED 1985-86 - 1986-87
ALABAMA	-	43	28	-	-15	-	-34.9
ALASKA	-	2	9	-	7	-	350.0
ARIZONA	-	0	2	-	2	-	100.0
ARKANSAS	-	10	14	-	4	-	40.0
CALIFORNIA	-	180	147	-	-33	-	-18.3
COLORADO	-	87	95	-	8	-	9.2
CONNECTICUT	-	11	23	-	12	-	109.1
DELAWARE	-	37	37	-	0	-	0.0
DISTRICT OF COLUMBIA	-	31	16	-	-15	-	-48.4
FLORIDA	-	36	86	-	36	-	100.0
GEORGIA	-	30	58	-	28	-	86.7
HAWAII	-	11	9	-	-2	-	-18.2
IDAHO	-	3	6	-	3	-	100.0
ILLINOIS	-	96	88	-	-8	-	-8.4
INDIANA	-	7	47	-	40	-	571.4
IOWA	-	34	45	-	11	-	32.4
KANSAS	-	55	42	-	-13	-	-23.6
KENTUCKY	-	17	11	-	-6	-	-35.3
LOUISIANA	-	35	34	-	-1	-	-2.9
MAINE	-	10	7	-	-3	-	-30.0
MARYLAND	-	127	72	-	-55	-	-43.3
MASSACHUSETTS	-	72	59	-	-13	-	-18.1
MICHIGAN	-	0	0	-	0	-	0.0
MINNESOTA	-	25	21	-	-4	-	-16.0
MISSISSIPPI	-	21	12	-	-9	-	-42.9
MISSOURI	-	78	77	-	-1	-	-1.3
MONTANA	-	29	29	-	0	-	0.0
NEBRASKA	-	0	0	-	0	-	0.0
NEVADA	-	5	1	-	-4	-	-80.0
NEW HAMPSHIRE	-	14	10	-	-4	-	-28.6
NEW JERSEY	-	186	46	-	-140	-	-56.6
NEW MEXICO	-	13	49	-	36	-	207.7
NEW YORK	-	194	53	-	-141	-	-72.7
NORTH CAROLINA	-	35	23	-	-12	-	-34.3
NORTH DAKOTA	-	23	21	-	-2	-	-8.7
OHIO	-	8	7	-	-1	-	-12.5
OKLAHOMA	-	56	43	-	-13	-	-23.2
OREGON	-	69	32	-	-37	-	-53.6
PENNSYLVANIA	-	15	12	-	-3	-	-20.0
PUERTO RICO	-	112	131	-	19	-	17.0
RHODE ISLAND	-	8	6	-	-2	-	-25.0
SOUTH CAROLINA	-	22	9	-	-13	-	-59.1
SOUTH DAKOTA	-	58	39	-	-19	-	-32.8
TENNESSEE	-	24	28	-	4	-	16.7
TEXAS	-	92	77	-	-15	-	-16.3
UTAH	-	24	27	-	3	-	12.5
VERMONT	-	6	7	-	1	-	16.7
VIRGINIA	-	49	19	-	-30	-	-79.6
WASHINGTON	-	49	46	-	-3	-	-6.1
WEST VIRGINIA	-	16	31	-	15	-	93.8
WISCONSIN	-	31	3	-	-28	-	-90.3
WYOMING	-	6	0	-	-6	-	-100.0
AMERICAN SAMOA	-	2	4	-	2	-	100.0
GUAM	-	10	8	-	-2	-	-20.0
NORTHERN MARIANAS	-	-	3	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	10	11	-	1	-	10.0
BUR. OF INDIAN AFFAIRS	-	0	0	-	0	-	0.0
U.S. & INSULAR AREAS	-	2,132	1,766	-	-366	-	-17.2
50 STATES, D.C. & P.R.	-	2,110	1,740	-	-370	-	-17.5

THE FIGURES REPRESENT CHILDREN 0-20 YEARS OLD SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN 3-21 YEARS OLD SERVED UNDER EHA-B.

DATA AS OF OCTOBER 1, 1987.

Table 31

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS NUMBER: REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	62,636	25,931	135	65	1,305	25	437	621
ALASKA	4,696	4,299	2,879	336	18	15	6	18	21
ARIZONA	140	37,378	11,827	381	523	376	402	91	489
ARKANSAS	12,089	26,315	5,471	549	1,629	742	68	108	160
CALIFORNIA	108,972	146,218	117,259	-	3,789	-	-	554	-
COLORADO	10,913	24,846	9,245	1,339	446	333	309	211	330
CONNECTICUT	5,097	30,145	18,592	2,211	1,663	256	1,143	1,129	680
DELAWARE	2,785	5,869	2,631	1,928	12	88	47	154	288
DISTRICT OF COLUMBIA	1,345	1,189	2,821	1,859	360	48	212	43	0
FLORIDA	51,955	65,897	39,989	8,632	732	914	181	898	2,836
GEORGIA	947	66,252	23,168	1,935	9	718	49	0	190
HAWAII	4,873	4,492	3,184	175	25	62	39	34	48
IDAHO	7,899	6,975	3,189	515	0	0	41	22	968
ILLINOIS	70,547	76,816	70,833	11,933	4,836	843	1,171	833	1,165
INDIANA	40,332	29,488	27,737	4,717	0	708	157	23	48
IOWA	14,284	22,449	18,825	-	98	535	-	-	384
KANSAS	15,638	13,573	8,565	1,869	315	981	129	398	349
KENTUCKY	20,785	37,615	11,224	2,911	93	898	124	43	741
LOUISIANA	27,088	17,831	23,385	4,913	457	1,917	155	182	868
MAINE	3,676	13,816	4,766	1,853	3,899	391	493	111	555
MARYLAND	35,825	18,885	21,828	10,433	1,282	928	339	324	477
MASSACHUSETTS	11,188	88,488	25,946	2,686	3,882	838	897	183	988
MICHIGAN	67,917	32,767	39,773	8,866	0	266	0	151	1,181
MINNESOTA	18,285	58,696	7,951	9,932	-	384	-	21	1,684
MISSISSIPPI	18,658	19,518	11,572	1,837	113	12	33	32	212
MISSOURI	2,737	73,419	21,233	2,553	2,293	414	-	316	584
MONTANA	9,137	2,924	2,729	128	0	197	8	65	238
NEBRASKA	5,215	22,118	2,357	13	7	231	252	122	173
NEVADA	3,845	6,765	2,239	1,147	1	7	5	68	188
NEW HAMPSHIRE	9,833	2,475	2,553	8	856	25	217	13	65
NEW JERSEY	71,118	34,734	47,498	5,488	8,044	1,467	137	426	661
NEW MEXICO	15,687	8,854	4,531	676	176	394	0	77	19
NEW YORK	27,177	95,478	113,293	26,383	13,629	1,518	5,299	2,847	1,241
NORTH CAROLINA	35,699	55,249	15,658	3,218	263	1,489	418	277	632
NORTH DAKOTA	8,359	976	1,781	151	33	172	34	18	118
OHIO	78,482	47,889	55,275	4,795	11,419	9,351	0	552	1,972
OKLAHOMA	22,981	37,291	8,753	866	47	1,889	189	1	342
OREGON	24,532	12,477	3,382	436	211	19	33	82	132
PENNSYLVANIA	67,436	56,081	57,924	7,559	6,218	772	1,339	543	1,838
PUERTO RICO	1,948	14,313	12,121	11,669	688	256	79	88	2,366
RHODE ISLAND	18,935	2,924	4,867	168	532	23	121	83	151
SOUTH CAROLINA	21,968	31,065	14,834	1,546	194	1,838	54	0	292
SOUTH DAKOTA	889	9,864	2,849	54	93	191	349	25	52
TENNESSEE	32,286	41,287	16,727	2,525	563	1,128	29	181	814
TEXAS	6,118	218,565	53,559	7,887	784	5,875	419	1,756	7,548
UTAH	15,166	18,563	5,582	1,579	67	589	2	2	524
VERMONT	5,484	3,218	1,485	66	88	4	194	8	382
VIRGINIA	32,458	38,482	28,425	2,968	456	1,325	481	362	481
WASHINGTON	31,813	17,818	16,168	1,873	1,175	716	14	251	68
WEST VIRGINIA	21,812	14,757	8,124	892	16	376	14	139	161
WISCONSIN	29,516	25,272	17,481	2,852	13	613	1	181	72
WYOMING	4,888	4,226	1,362	132	18	169	61	45	29
AMERICAN SAMOA	5	132	9	59	0	0	0	0	3
GUAM	486	375	859	168	0	4	1	0	7
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2,177	2,484	487	45	3	4	242	-	4
U.S. & INSULAR AREAS	1,135,349	1,791,289	1,059,748	164,973	71,867	41,882	15,884	13,256	34,088
50 STATES, D.C. & P.R.	1,132,761	1,788,289	1,058,473	163,881	71,864	41,874	15,561	13,256	34,074

DATA AS OF OCTOBER 1, 1987.

Table 32

PERCENT OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985-1986

STATE	ALL CONDITIONS — PERCENT — REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0.00	66.71	28.45	0.15	0.07	1.43	0.03	0.48	0.68
ALASKA	48.89	37.42	10.09	2.92	0.16	0.13	0.05	0.16	0.18
ARIZONA	0.27	72.43	22.92	0.74	1.01	0.73	0.78	0.18	0.95
ARKANSAS	25.06	55.84	11.61	1.17	3.46	1.57	0.13	0.23	0.34
CALIFORNIA	28.92	38.80	31.12	-	1.01	-	-	0.15	-
COLORADO	23.13	50.98	19.09	2.84	0.95	0.71	0.06	0.45	0.78
CONNECTICUT	8.38	49.62	30.46	3.64	2.74	0.42	1.08	1.86	0.99
DELAWARE	19.87	43.11	19.33	14.16	0.89	0.44	0.35	1.13	1.53
DISTRICT OF COLUMBIA	19.63	16.82	38.91	14.98	5.00	0.57	3.00	0.81	0.80
FLORIDA	38.54	38.26	23.46	5.07	0.43	0.54	0.11	0.41	1.29
GEORGIA	1.02	71.04	24.84	2.07	0.01	0.76	0.05	0.00	0.29
HAWAII	37.02	34.90	24.16	1.38	0.19	0.48	0.30	0.26	0.36
IDAHO	37.75	37.09	16.96	2.74	0.00	0.00	0.22	0.12	5.14
ILLINOIS	29.52	32.14	29.64	4.99	2.02	0.35	0.49	0.35	0.49
INDIANA	39.08	28.57	26.88	4.57	0.00	0.68	0.15	0.02	0.04
IOWA	25.29	39.74	33.33	-	0.16	0.95	-	-	0.54
KANSAS	38.28	33.16	29.92	2.61	0.77	2.29	0.32	0.97	0.85
KENTUCKY	27.93	50.54	15.06	3.91	0.12	1.29	0.17	0.06	1.00
LOUISIANA	35.24	23.27	30.41	6.41	0.60	2.50	0.29	0.24	1.13
MAINE	13.19	49.57	17.10	3.78	10.00	1.40	1.77	0.40	1.99
MARYLAND	30.55	29.33	24.65	11.78	1.36	1.04	0.36	0.37	0.54
MASSACHUSETTS	8.25	65.70	19.28	2.00	2.00	0.62	0.52	0.00	0.67
MICHIGAN	45.27	21.84	26.51	5.38	0.00	0.18	0.00	0.10	0.73
MINNESOTA	12.62	62.69	9.83	12.28	-	0.47	-	0.83	2.00
MISSISSIPPI	36.45	38.13	22.61	2.03	0.22	0.02	0.06	0.00	0.41
MISSOURI	2.65	70.96	29.52	2.47	2.22	0.48	-	0.31	0.49
MONTANA	50.29	18.97	17.71	0.78	0.00	1.28	0.05	0.42	1.49
NEBRASKA	17.11	72.54	7.73	0.04	0.02	0.76	0.83	0.48	0.57
NEVADA	27.14	47.75	15.00	8.10	0.01	0.05	0.04	0.42	0.71
NEW HAMPSHIRE	61.28	15.43	15.91	0.05	5.33	0.16	1.35	0.00	0.41
NEW JERSEY	41.94	20.48	20.01	3.24	4.74	0.87	0.08	0.25	0.39
NEW MEXICO	52.84	27.27	15.34	2.29	0.00	1.33	0.00	0.26	0.06
NEW YORK	9.59	33.38	39.02	9.20	4.77	0.53	1.85	0.72	0.43
NORTH CAROLINA	31.62	48.94	13.06	2.85	0.23	1.32	0.37	0.25	0.56
NORTH DAKOTA	71.85	6.39	15.31	1.30	0.28	1.48	0.29	0.09	1.01
OHIO	35.07	23.41	27.53	2.39	5.69	4.66	0.00	0.27	0.98
OKLAHOMA	32.15	52.17	12.25	1.21	0.07	1.41	0.26	0.00	0.48
OREGON	59.39	30.21	8.19	1.06	0.51	0.05	0.08	0.29	0.32
PENNSYLVANIA	33.90	28.19	29.12	3.00	3.13	0.39	0.67	0.27	0.52
PUERTO RICO	4.46	32.89	27.85	26.81	1.58	0.59	0.18	0.29	5.44
RHODE ISLAND	55.24	14.77	24.59	0.81	2.69	0.12	0.81	0.42	0.78
SOUTH CAROLINA	31.30	44.28	20.00	2.29	0.28	1.47	0.00	0.00	0.42
SOUTH DAKOTA	6.49	72.76	15.11	0.48	0.69	1.41	2.57	0.18	0.38
TENNESSEE	33.85	43.29	17.54	2.65	0.59	1.18	0.03	0.11	0.85
TEXAS	2.09	71.93	18.30	2.39	0.24	1.73	0.14	0.00	2.58
UTAH	36.11	44.28	13.29	3.76	0.16	1.21	0.00	0.00	1.25
VERMONT	50.67	30.10	13.17	0.62	0.75	0.84	1.82	0.00	2.83
VIRGINIA	30.83	36.48	27.00	2.82	0.43	1.26	0.46	0.34	0.38
WASHINGTON	45.42	24.92	23.67	2.74	1.72	1.05	0.02	0.37	0.10
WEST VIRGINIA	48.19	32.44	17.06	1.96	0.04	0.03	0.03	0.31	0.35
WISCONSIN	39.33	33.68	23.19	2.73	0.02	0.02	0.00	0.13	0.10
WYOMING	39.83	42.00	13.56	1.31	0.10	1.68	0.61	0.45	0.29
AMERICAN SAMOA	2.40	83.46	4.33	28.37	0.00	0.00	0.00	0.00	1.44
GUAM	22.31	29.00	47.20	9.23	0.00	0.22	0.05	0.00	0.38
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	40.57	46.29	7.58	0.84	0.00	0.07	4.51	-	0.07
U.S. & INSULAR AREAS	26.24	41.40	24.49	3.79	1.64	0.97	0.37	0.31	0.79
50 STATES, D.C. & P.R.	26.23	41.40	24.51	3.79	1.65	0.97	0.36	0.31	0.79

DATA AS OF OCTOBER 1, 1987.

Table 33

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985–1986

STATE	LEARNING DISABLED NUMBER: REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	26,587	1,181	0	0	0	0	45	0
ALASKA	2,656	3,192	974	43	0	0	1	9	4
ARIZONA	16	22,615	4,227	1	12	0	0	0	0
ARKANSAS	3,448	17,240	1,032	84	83	0	7	75	29
CALIFORNIA	5,979	141,377	63,791	–	671	–	–	388	–
COLORADO	2,890	16,837	1,639	47	39	2	14	22	18
CONNECTICUT	2,504	20,144	6,468	236	226	35	52	9	25
DELAWARE	1,307	3,713	1,216	533	5	0	2	2	12
DISTRICT OF COLUMBIA	9	1,069	1,686	153	107	0	5	15	0
FLORIDA	10,652	39,988	13,401	531	1	0	1	89	53
GEORGIA	279	20,427	2,512	2	2	0	3	0	12
HAWAII	2,452	3,925	1,016	0	2	3	0	15	0
IDAHO	4,799	4,266	29	103	0	0	0	0	0
ILLINOIS	4,512	65,464	27,179	1,012	169	15	10	14	22
INDIANA	687	25,318	7,736	59	0	0	1	0	2
IOWA	219	17,444	3,992	–	0	1	–	–	20
KANSAS	3,796	10,882	1,514	26	10	0	0	0	14
KENTUCKY	2,113	17,715	1,963	250	0	0	1	31	57
LOUISIANA	7,668	13,088	11,329	1,027	87	57	11	95	94
MAINE	682	7,032	757	110	1,347	0	28	0	62
MARYLAND	14,118	13,955	14,236	1,585	54	10	6	199	63
MASSACHUSETTS	3,918	31,207	9,158	948	1,369	294	247	37	321
MICHIGAN	26,158	23,093	14,064	319	0	37	0	97	110
MINNESOTA	4,792	28,761	2,313	1,118	–	0	–	19	150
MISSISSIPPI	4,631	13,105	4,012	52	0	0	0	7	10
MISSOURI	546	36,756	4,868	0	538	35	–	210	9
MONTANA	4,475	2,386	806	3	0	0	0	0	1
NEBRASKA	2,179	9,038	906	0	4	0	0	55	0
NEVADA	1,215	5,685	835	1	0	0	0	46	0
NEW HAMPSHIRE	6,272	1,842	1,085	0	196	1	28	0	4
NEW JERSEY	9,730	30,117	30,025	332	1,253	2	14	87	92
NEW MEXICO	1,335	4,433	524	19	9	0	0	21	1
NEW YORK	919	78,648	56,811	5,471	586	1	154	708	92
NORTH CAROLINA	14,625	29,331	3,544	16	4	45	2	60	11
NORTH DAKOTA	4,379	539	133	13	1	3	1	0	3
OHIO	22,880	39,699	9,967	76	1,813	0	0	231	23
OKLAHOMA	6,911	18,484	1,485	69	9	30	19	0	23
OREGON	13,165	10,422	1,319	17	55	2	1	35	38
PENNSYLVANIA	14,226	37,279	22,978	534	1,170	39	88	114	50
PUERTO RICO	320	4,708	636	581	11	6	1	0	25
RHODE ISLAND	7,554	2,501	3,194	32	63	0	10	0	19
SOUTH CAROLINA	1,857	17,931	3,549	95	0	0	4	0	0
SOUTH DAKOTA	445	4,261	193	4	1	2	2	1	1
TENNESSEE	5,571	31,572	8,060	164	23	0	3	53	31
TEXAS	2,961	128,380	19,772	987	8	118	3	1,381	143
UTAH	5,667	8,179	1,064	14	4	0	0	0	35
VERMONT	1,835	2,218	25	4	7	0	23	0	16
VIRGINIA	6,540	25,441	12,239	489	111	18	41	61	22
WASHINGTON	16,038	12,843	4,327	320	42	0	2	126	12
WEST VIRGINIA	5,849	10,150	1,944	0	0	0	1	59	12
WISCONSIN	10,207	11,655	7,790	39	1	0	0	19	9
WYOMING	1,599	2,990	551	8	0	2	5	2	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	180	171	383	0	0	0	0	0	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	678	2,884	71	27	0	0	4	–	0
U.S. & INSULAR AREAS	286,434	1,158,027	394,482	17,374	10,093	758	881	4,250	1,731
50 STATES, D.C. & P.R.	285,576	1,155,772	394,028	17,347	10,093	758	797	4,250	1,731

DATA AS OF OCTOBER 1, 1987.

Table 34

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985-1986

STATE	SPEECH IMPAIRED NUMBER: REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	10,477	125	0	0	0	0	1	0
ALASKA	1,846	888	323	295	18	0	0	1	0
ARIZONA	92	10,649	636	13	81	0	0	0	0
ARKANSAS	7,273	1,504	113	38	14	0	0	0	3
CALIFORNIA	88,487	1,622	8,223	-	191	-	-	168	-
COLORADO	9,498	1,828	452	162	71	0	0	0	9
CONNECTICUT	1,116	8,298	3,991	52	85	5	7	2	8
DELAWARE	883	588	88	0	0	0	0	0	1
DISTRICT OF COLUMBIA	1,316	2	152	51	5	0	0	0	0
FLORIDA	39,883	14,379	734	43	24	0	0	3	39
GEORGIA	186	21,256	154	0	0	0	0	0	0
HAWAII	2,189	19	183	0	0	0	0	0	2
IDAHO	1,858	1,827	574	14	0	0	0	0	1
ILLINOIS	63,532	1,988	4,488	735	24	0	12	4	11
INDIANA	30,277	0	0	344	0	36	0	23	0
IOWA	13,811	78	581	-	0	0	-	-	37
KANSAS	10,723	447	293	172	137	0	0	0	123
KENTUCKY	16,998	8,337	388	323	2	0	0	2	3
LOUISIANA	17,448	1,711	2,029	296	12	21	0	4	63
MAINE	2,782	1,833	719	184	1,857	0	0	0	122
MARYLAND	19,143	2,157	3,189	689	185	4	2	7	49
MASSACHUSETTS	2,563	28,333	5,987	618	893	191	188	24	299
MICHIGAN	33,875	249	8,582	448	0	0	0	0	367
MINNESOTA	3,391	12,587	678	1,716	-	0	-	2	10
MISSISSIPPI	13,588	2,283	745	328	78	0	2	0	2
MISSOURI	451	26,552	1,381	0	487	2	-	2	22
MONTANA	4,028	98	415	2	0	0	0	3	11
NEBRASKA	1,584	6,783	728	0	0	0	0	0	0
NEVADA	2,531	194	332	188	0	0	0	0	0
NEW HAMPSHIRE	1,853	278	726	0	87	0	0	0	49
NEW JERSEY	58,868	438	1,464	56	431	0	1	18	2
NEW MEXICO	6,498	1,787	935	383	44	0	0	6	0
NEW YORK	22,263	3,818	6,787	1,112	2,878	0	2	30	1
NORTH CAROLINA	16,858	18,588	295	59	15	0	0	43	38
NORTH DAKOTA	3,551	58	278	41	4	1	1	0	25
OHIO	45,863	0	0	0	9,388	0	0	43	0
OKLAHOMA	14,257	12,481	343	131	4	1	0	0	32
OREGON	9,877	636	353	58	53	0	0	2	11
PENNSYLVANIA	49,438	7,845	717	289	0	0	0	7	542
PUERTO RICO	632	374	294	367	41	7	0	0	21
RHODE ISLAND	3,884	98	116	0	6	0	0	0	0
SOUTH CAROLINA	17,657	1,875	116	0	0	0	0	0	0
SOUTH DAKOTA	383	4,223	774	0	0	0	0	0	3
TENNESSEE	24,898	2,831	584	93	14	0	0	12	23
TEXAS	1,564	61,863	2,545	448	18	442	0	5	21
UTAH	4,949	3,381	85	6	12	0	0	0	58
VERMONT	2,881	189	178	6	39	0	23	0	228
VIRGINIA	19,953	8,388	293	378	3	1	0	3	14
WASHINGTON	12,186	589	1,882	0	132	1	0	0	0
WEST VIRGINIA	13,477	228	144	25	6	0	0	0	58
WISCONSIN	16,514	1,385	582	88	0	0	0	0	0
WYOMING	2,882	518	118	24	0	0	1	0	1
AMERICAN SAMOA	2	37	0	1	0	0	0	0	0
GUAM	112	71	14	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1,377	0	0	0	0	0	0	-	0
U.S. & INSULAR AREAS	741,878	285,843	62,158	9,748	16,359	726	228	415	2,283
50 STATES, D.C. & P.R.	748,179	285,635	62,136	9,739	16,359	726	228	415	2,283

DATA AS OF OCTOBER 1, 1987.

Table 35

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985–1986

STATE	MENTALLY RETARDED — NUMBER — REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	10,868	21,932	22	0	100	0	132	0
ALASKA	32	132	298	18	0	0	0	0	1
ARIZONA	0	1,198	4,100	58	191	1	4	1	0
ARKANSAS	1,002	6,829	3,759	294	1,234	402	6	31	27
CALIFORNIA	783	947	24,678	–	278	–	–	16	–
COLORADO	55	778	3,066	273	130	87	5	4	7
CONNECTICUT	280	368	2,784	614	128	185	73	15	33
DELAWARE	68	435	424	598	1	1	7	1	13
DISTRICT OF COLUMBIA	15	99	615	418	173	10	34	21	0
FLORIDA	284	1,581	15,111	6,121	561	121	58	365	199
GEORGIA	26	6,781	16,386	488	7	416	23	0	31
HAWAII	17	291	1,817	46	15	42	0	2	10
IDAHO	85	748	1,965	287	0	0	0	5	74
ILLINOIS	135	1,992	29,977	3,867	1,882	35	378	9	16
INDIANA	14	2,484	16,751	2,982	0	10	64	0	21
IOWA	41	2,593	9,257	–	28	139	–	–	58
KANSAS	282	638	4,738	348	46	93	0	4	14
KENTUCKY	991	9,927	7,097	1,091	8	188	7	3	109
LOUISIANA	722	1,391	6,152	2,544	298	725	5	51	169
MAINE	0	2,677	1,292	213	351	114	22	0	2
MARYLAND	225	845	2,323	3,529	198	78	48	19	22
MASSACHUSETTS	2,353	18,742	5,581	569	823	176	148	22	192
MICHIGAN	588	2,721	8,428	4,148	0	9	0	18	138
MINNESOTA	198	4,008	3,497	4,382	–	185	–	0	194
MISSISSIPPI	352	3,787	6,192	534	17	2	18	24	85
MISSOURI	36	4,785	10,578	2,198	348	193	–	48	35
MONTANA	119	246	899	52	0	9	0	2	86
NEBRASKA	789	3,488	364	13	1	58	283	15	0
NEVADA	15	265	348	359	0	0	1	0	1
NEW HAMPSHIRE	477	94	286	0	197	3	29	0	2
NEW JERSEY	90	305	5,375	1,313	893	645	28	21	14
NEW MEXICO	102	964	1,087	185	58	81	0	5	2
NEW YORK	88	2,876	17,101	8,248	1,957	434	368	108	66
NORTH CAROLINA	1,534	11,509	8,257	2,068	174	121	76	45	39
NORTH DAKOTA	70	263	1,238	66	12	66	4	1	31
OHIO	823	6,354	35,726	396	147	8,925	0	237	84
OKLAHOMA	965	9,256	5,063	321	3	539	1	1	33
OREGON	167	623	891	124	9	1	1	0	6
PENNSYLVANIA	612	6,793	25,493	4,331	1,784	321	259	64	188
PUERTO RICO	381	8,288	8,851	4,597	338	14	51	25	338
RHODE ISLAND	15	63	922	2	213	23	16	2	9
SOUTH CAROLINA	1,436	7,528	7,518	1,064	189	545	3	0	72
SOUTH DAKOTA	25	676	573	8	29	49	82	1	2
TENNESSEE	321	5,642	8,811	797	297	297	8	14	26
TEXAS	35	6,264	16,546	2,817	255	2,907	152	275	128
UTAH	145	718	2,148	385	0	214	0	0	48
VERMONT	528	548	1,024	2	6	0	22	0	41
VIRGINIA	255	2,692	10,667	1,232	46	289	39	38	48
WASHINGTON	708	1,377	5,482	830	224	114	0	62	3
WEST VIRGINIA	737	3,558	4,972	785	2	187	0	39	24
WISCONSIN	362	3,622	8,491	1,242	4	281	0	9	3
WYOMING	9	184	287	51	7	96	10	2	0
AMERICAN SAMOA	1	95	0	42	0	0	0	0	0
GUAM	78	109	390	66	0	0	1	0	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	17	164	174	6	1	0	96	–	0
U.S. & INSULAR AREAS	19,242	167,167	368,918	66,882	12,553	18,378	2,332	1,801	2,691
50 STATES, D.C. & P.R.	19,146	166,799	368,346	66,748	12,552	18,378	2,235	1,801	2,691

DATA AS OF OCTOBER 1, 1987.

Table 36

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985-1986

STATE	EMOTIONALLY DISTURBED — NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	4,143	1,210	94	61	125	20	256	104
ALASKA	34	106	133	22	0	15	5	0	12
ARIZONA	0	1,948	1,004	1	40	0	371	90	0
ARKANSAS	42	189	228	15	20	0	24	1	15
CALIFORNIA	397	473	6,882	-	2,292	-	-	20	-
COLORADO	1,651	3,551	2,289	148	37	21	274	181	248
CONNECTICUT	845	3,561	4,187	864	834	89	826	1,000	484
DELAWARE	355	1,106	538	381	0	47	23	136	105
DISTRICT OF COLUMBIA	0	10	287	229	74	14	163	7	0
FLORIDA	1,115	7,755	7,332	1,470	64	130	100	170	83
GEORGIA	119	10,004	3,563	443	0	294	0	0	11
HAWAII	71	124	250	0	2	11	30	17	28
IDAHO	80	148	248	32	0	0	41	0	13
ILLINOIS	1,200	6,274	13,310	3,083	2,417	843	317	700	50
INDIANA	112	1,073	1,929	310	0	152	34	0	17
IOWA	244	2,013	3,504	-	36	137	-	-	55
KANSAS	400	1,418	1,568	292	33	270	101	300	0
KENTUCKY	20	1,030	792	432	20	234	104	2	80
LOUISIANA	367	699	2,020	373	35	297	93	70	63
MAINE	0	1,494	1,300	481	10	170	407	111	262
MARYLAND	317	374	1,144	1,273	300	210	151	87	80
MASSACHUSETTS	1,521	12,112	3,554	300	533	113	90	14	124
MICHIGAN	5,700	5,442	6,011	2,302	0	220	0	30	45
MINNESOTA	000	3,001	1,174	1,002	-	72	-	0	1,100
MISSISSIPPI	20	110	101	7	4	0	17	0	5
MISSOURI	110	4,420	3,007	01	533	0	-	03	45
MONTANA	220	140	170	0	0	54	3	52	0
NEBRASKA	303	1,574	100	0	0	0	40	42	173
NEVADA	52	000	223	170	0	5	2	14	0
NEW HAMPSHIRE	000	103	227	3	211	17	104	13	3
NEW JERSEY	007	2,357	5,270	1,007	3,422	320	25	225	200
NEW MEXICO	005	033	1,245	31	50	00	0	40	1
NEW YORK	707	0,034	22,407	0,710	2,317	047	3,005	1,050	003
NORTH CAROLINA	1,404	2,475	2,224	404	10	311	00	110	233
NORTH DAKOTA	210	02	02	10	3	11	10	0	2
OHIO	317	412	3,170	3,101	10	100	0	41	214
OKLAHOMA	127	245	042	04	11	05	155	0	27
OREGON	021	573	007	00	75	13	31	42	32
PENNSYLVANIA	000	4,000	7,420	1,000	2,400	301	400	351	142
PUERTO RICO	112	230	047	220	10	2	0	10	00
RHODE ISLAND	230	172	400	2	100	0	75	01	10
SOUTH CAROLINA	274	3,230	2,015	100	1	02	45	0	33
SOUTH DAKOTA	47	230	04	4	22	22	130	12	11
TENNESSEE	204	700	1,000	130	22	200	14	22	34
TEXAS	500	0,000	7,001	1,003	51	170	113	150	3,150
UTAH	4,050	5,220	1,420	323	40	171	1	2	215
VERMONT	100	175	14	54	12	0	33	0	5
VIRGINIA	003	1,455	3,010	300	273	312	330	103	172
WASHINGTON	010	733	1,072	240	04	04	10	03	10
WEST VIRGINIA	515	000	715	71	0	32	5	50	10
WISCONSIN	1,571	7,350	1,017	300	0	75	1	73	14
WYOMING	101	155	201	17	0	23	30	34	4
AMERICAN SAMOA	0	0	0	1	0	0	0	0	0
GUAM	4	5	25	3	0	4	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	20	00	02	0	0	1	01	-	1
U.S. & INSULAR AREAS	32,740	125,044	132,700	32,500	10,002	0,711	0,730	0,210	0,010
50 STATES, D.C. & P.R.	32,710	124,051	132,003	32,504	10,002	0,700	0,040	0,210	0,017

DATA AS OF OCTOBER 1, 1987.

Table 37

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985-1986

STATE	HARD OF HEARING & DEAF — NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	784	322	5	1	743	0	2	0
ALASKA	64	41	78	4	0	0	0	0	0
ARIZONA	2	449	107	211	2	232	0	0	0
ARKANSAS	87	202	79	105	0	171	4	0	2
CALIFORNIA	1,442	198	4,704	-	30	-	-	7	-
COLORADO	278	216	259	23	7	183	2	0	0
CONNECTICUT	75	230	194	71	126	3	66	5	6
DELAWARE	22	20	12	152	1	9	2	0	1
DISTRICT OF COLUMBIA	3	1	36	2	0	0	0	0	0
FLORIDA	186	317	1,157	30	15	488	2	21	15
GEORGIA	21	278	185	523	0	0	0	0	0
HAWAII	37	56	145	25	2	0	0	0	0
IDAHO	185	59	27	12	0	0	0	8	14
ILLINOIS	512	546	2,072	142	13	6	10	0	2
INDIANA	23	281	468	153	0	267	0	0	2
IOWA	225	151	367	-	2	163	-	-	14
KANSAS	114	126	182	9	17	207	0	0	18
KENTUCKY	148	227	285	110	5	307	7	0	5
LOUISIANA	250	259	490	174	2	438	4	0	29
MAINE	118	198	25	15	10	56	0	0	8
MARYLAND	489	217	215	273	2	238	2	1	2
MASSACHUSETTS	156	1,239	364	37	54	12	11	2	12
MICHIGAN	899	459	1,105	292	0	0	0	0	46
MINNESOTA	307	497	161	234	-	178	-	0	33
MISSISSIPPI	45	97	125	17	9	6	0	1	0
MISSOURI	378	322	361	200	146	182	-	1	2
MONTANA	83	30	29	0	0	98	0	0	1
NEBRASKA	66	286	32	0	2	71	0	6	0
NEVADA	7	14	127	0	1	2	0	0	0
NEW HAMPSHIRE	158	29	45	2	8	0	13	0	0
NEW JERSEY	72	266	539	212	162	389	2	3	5
NEW MEXICO	132	62	92	17	5	137	0	0	0
NEW YORK	758	728	699	620	1,383	184	199	3	2
NORTH CAROLINA	775	512	200	113	0	568	0	6	6
NORTH DAKOTA	48	27	38	0	0	53	0	0	5
OHIO	443	223	1,367	282	12	119	0	0	4
OKLAHOMA	139	256	237	45	6	155	2	0	6
OREGON	99	37	17	1	13	3	0	1	0
PENNSYLVANIA	1,428	543	643	89	385	12	257	6	56
PUERTO RICO	84	251	1,024	1,292	24	2	25	0	20
RHODE ISLAND	36	16	18	123	2	0	7	0	0
SOUTH CAROLINA	289	191	321	13	0	185	1	0	11
SOUTH DAKOTA	15	80	32	37	0	32	0	0	0
TENNESSEE	527	353	297	181	24	335	1	0	2
TEXAS	139	1,169	2,261	377	97	355	42	9	44
UTAH	163	197	262	2	0	63	0	0	2
VERMONT	95	38	9	0	0	0	60	0	5
VIRGINIA	313	282	493	29	2	238	0	0	4
WASHINGTON	288	358	554	6	62	153	0	0	1
WEST VIRGINIA	121	73	133	9	0	135	3	0	3
WISCONSIN	339	539	133	43	0	154	0	0	0
WYOMING	24	78	21	2	0	4	2	1	0
AMERICAN SAMOA	0	0	9	1	0	0	0	0	0
GUAM	2	3	24	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	19	1	1	1	0	2	3	-	0
U.S. & INSULAR AREAS	12,440	13,973	23,012	6,206	2,549	7,002	721	83	398
50 STATES, D.C. & P.R.	12,419	13,969	22,978	6,294	2,549	7,000	718	83	398

DATA AS OF OCTOBER 1, 1987.

Table 38

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985-1986

STATE	MULTIHANDICAPPED NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	34	900	1	0	0	0	0	3
ALASKA	6	36	167	33	0	0	0	0	2
ARIZONA	0	89	642	76	123	48	19	0	0
ARKANSAS	102	83	163	24	130	33	10	0	21
CALIFORNIA	190	71	4,610	–	275	–	–	23	–
COLORADO	111	512	1,357	589	127	59	14	4	28
CONNECTICUT	22	86	453	296	97	9	63	22	17
DELAWARE	2	64	42	70	0	3	11	15	3
DISTRICT OF COLUMBIA	0	0	15	33	0	7	7	0	0
FLORIDA	–	–	–	–	–	–	–	–	–
GEORGIA	274	6,891	6,155	316	0	0	23	0	19
HAWAII	2	0	210	23	1	6	0	0	5
IDAHO	0	0	163	26	0	0	0	0	242
ILLINOIS	24	1	285	686	827	184	366	0	0
INDIANA	0	0	478	621	0	68	55	0	4
IOWA	3	0	660	–	23	5	–	–	4
KANSAS	0	9	298	129	16	241	0	0	23
KENTUCKY	33	58	614	493	57	0	3	3	62
LOUISIANA	58	97	378	325	53	172	42	0	139
MAINE	0	80	411	85	59	45	34	0	6
MARYLAND	117	129	419	2,482	282	141	93	10	38
MASSACHUSETTS	244	1,946	570	59	86	18	15	2	21
MICHIGAN	0	0	14	39	0	0	0	0	3
MINNESOTA	–	–	–	–	–	–	–	–	–
MISSISSIPPI	2	15	106	52	6	0	3	0	18
MISSOURI	7	73	149	51	88	28	–	0	7
MONTANA	17	36	208	53	0	21	2	0	43
NEBRASKA	95	366	83	0	0	63	0	0	0
NEVADA	0	9	70	467	0	0	1	0	0
NEW HAMPSHIRE	62	11	60	1	81	4	22	0	2
NEW JERSEY	1,452	579	4,178	1,594	1,610	124	40	71	47
NEW MEXICO	29	98	442	55	10	4	0	5	9
NEW YORK	51	485	3,044	3,297	3,285	15	441	57	111
NORTH CAROLINA	74	157	596	185	39	385	250	12	53
NORTH DAKOTA	–	–	–	–	–	–	–	–	–
OHIO	24	106	3,455	525	16	0	0	0	54
OKLAHOMA	142	222	739	189	11	71	9	0	72
OREGON	–	–	–	–	–	–	–	–	–
PENNSYLVANIA	0	0	0	0	49	0	56	0	0
PUERTO RICO	93	102	407	548	100	49	0	0	1,659
RHODE ISLAND	1	5	24	0	29	0	3	0	1
SOUTH CAROLINA	0	18	123	73	16	55	0	0	46
SOUTH DAKOTA	21	115	296	0	24	47	44	0	9
TENNESSEE	30	143	502	868	114	48	1	0	33
TEXAS	16	179	2,078	980	250	154	72	0	187
UTAH	13	692	301	894	5	9	1	0	44
VERMONT	16	2	133	0	4	4	7	0	6
VIRGINIA	75	57	706	310	20	284	39	67	38
WASHINGTON	37	92	1,024	431	271	281	0	0	1
WEST VIRGINIA	–	–	–	–	–	–	–	–	–
WISCONSIN	54	219	301	88	0	0	0	0	5
WYOMING	29	172	88	14	2	32	2	3	8
AMERICAN SAMOA	0	0	0	10	0	0	0	0	3
GUAM	2	0	16	74	0	0	0	0	5
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	19	128	85	7	0	0	49	–	1
U.S. & INSULAR AREAS	3,551	13,459	38,036	16,975	8,186	2,629	1,797	294	3,102
50 STATES, D.C. & P.R.	3,530	13,339	37,955	16,884	8,186	2,629	1,748	294	3,093

DATA AS OF OCTOBER 1, 1987.

Table 39

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985-1986

STATE	ORTHOPEDICALLY IMPAIRED NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	270	139	3	2	0	0	1	84
ALASKA	37	59	50	5	0	0	0	0	0
ARIZONA	67	199	197	13	66	1	0	0	0
ARKANSAS	42	54	51	2	47	0	4	0	19
CALIFORNIA	2,019	342	4,004	–	25	–	–	0	–
COLORADO	281	237	148	67	27	0	0	0	19
CONNECTICUT	53	74	104	21	18	0	1	2	16
DELAWARE	18	14	28	246	0	0	0	0	4
DISTRICT OF COLUMBIA	1	0	4	59	1	0	0	0	0
FLORIDA	332	363	1,722	217	31	0	1	30	183
GEORGIA	13	218	257	0	0	0	0	0	13
HAWAII	83	68	235	66	0	0	0	0	2
IDAHO	102	74	132	12	0	0	0	0	183
ILLINOIS	306	207	1,547	1,309	152	10	53	0	378
INDIANA	141	73	316	115	0	0	0	0	0
IOWA	434	144	305	–	1	1	–	–	128
KANSAS	171	84	88	82	41	0	28	0	47
KENTUCKY	168	82	103	128	0	0	0	0	188
LOUISIANA	185	167	329	155	33	36	0	0	84
MAINE	38	83	158	38	114	0	3	0	19
MARYLAND	183	84	114	312	59	1	2	1	78
MASSACHUSETTS	123	972	286	36	43	9	7	1	10
MICHIGAN	1,219	694	1,383	382	0	0	0	0	346
MINNESOTA	220	644	180	312	–	0	–	0	50
MISSISSIPPI	50	74	198	34	1	0	1	0	89
MISSOURI	338	240	466	0	189	15	–	0	27
MONTANA	71	25	23	5	0	0	3	0	20
NEBRASKA	118	475	68	0	0	0	0	1	0
NEVADA	11	84	100	36	0	0	1	0	0
NEW HAMPSHIRE	85	18	32	0	15	0	1	0	2
NEW JERSEY	59	223	282	78	201	0	4	1	13
NEW MEXICO	155	78	159	30	5	0	0	0	2
NEW YORK	888	338	635	397	722	0	12	4	66
NORTH CAROLINA	358	182	171	254	6	0	0	1	65
NORTH DAKOTA	54	2	31	17	12	0	12	0	30
OHIO	464	139	1,229	325	21	0	0	0	1,610
OKLAHOMA	143	79	148	15	1	2	1	0	28
OREGON	349	82	48	186	2	0	0	0	10
PENNSYLVANIA	158	89	515	715	263	95	26	0	45
PUERTO RICO	114	82	89	1,798	145	1	2	0	64
RHODE ISLAND	37	51	65	1	51	0	2	0	3
SOUTH CAROLINA	192	157	253	89	8	2	1	0	46
SOUTH DAKOTA	10	48	54	0	14	1	77	0	5
TENNESSEE	243	231	148	215	45	0	0	0	107
TEXAS	326	1,186	1,490	192	18	182	13	2	857
UTAH	43	91	111	2	0	0	0	0	66
VERMONT	58	27	16	0	3	0	6	0	4
VIRGINIA	4,490	61	249	48	1	16	2	0	19
WASHINGTON	343	265	380	10	249	2	1	0	6
WEST VIRGINIA	109	33	130	66	0	0	0	0	0
WISCONSIN	352	384	290	89	0	0	0	0	50
WYOMING	88	28	5	12	2	3	4	1	3
AMERICAN SAMOA	2	0	0	2	0	0	0	0	0
GUAM	18	9	4	0	0	0	0	0	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	17	14	1	1	0	0	6	–	1
U.S. & INSULAR AREAS	15,863	9,991	19,827	8,883	2,549	377	274	53	4,891
50 STATES, D.C. & P.R.	15,826	9,968	19,822	8,880	2,549	377	268	53	4,890

DATA AS OF OCTOBER 1, 1987.

Table 40

NUMBER OF CHILDREN 3 – 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985–1986

STATE	OTHER HEALTH IMPAIRED — NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	184	52	0	0	0	0	0	429
ALASKA	7	22	49	5	0	0	0	0	2
ARIZONA	0	0	0	0	0	0	0	0	489
ARKANSAS	54	119	41	5	89	1	1	0	9
CALIFORNIA	8,962	1,397	2,883	–	99	–	–	1	–
COLORADO	–	–	–	–	–	–	–	–	–
CONNECTICUT	83	285	382	87	186	0	21	2	78
DELAWARE	24	1	272	0	0	0	2	0	57
DISTRICT OF COLUMBIA	1	0	0	93	0	0	2	0	0
FLORIDA	82	446	235	165	34	7	28	4	1,532
GEORGIA	17	71	85	14	0	0	0	0	184
HAWAII	0	0	0	3	3	0	0	0	1
IDAHO	45	35	40	28	0	0	0	0	419
ILLINOIS	185	47	456	237	133	9	14	0	665
INDIANA	0	0	39	99	0	0	0	0	0
IOWA	0	0	0	–	0	3	–	–	0
KANSAS	83	30	47	10	9	0	0	0	95
KENTUCKY	66	64	59	36	0	0	0	2	325
LOUISIANA	159	275	485	85	21	57	0	2	214
MAINE	0	221	87	15	49	0	0	0	73
MARYLAND	172	159	136	235	34	12	35	0	151
MASSACHUSETTS	154	1,238	364	37	54	12	9	1	13
MICHIGAN	–	–	–	–	–	–	–	–	–
MINNESOTA	190	258	18	150	–	0	–	0	44
MISSISSIPPI	–	–	–	–	–	–	–	–	–
MISSOURI	677	116	386	0	85	20	–	0	355
MONTANA	84	22	46	0	0	0	0	0	42
NEBRASKA	–	–	–	0	0	0	0	0	0
NEVADA	6	1	159	0	0	0	0	0	99
NEW HAMPSHIRE	132	31	58	0	29	0	6	0	3
NEW JERSEY	41	149	389	43	125	0	0	0	198
NEW MEXICO	435	63	15	29	2	0	0	0	4
NEW YORK	996	1,668	5,467	451	481	37	272	24	285
NORTH CAROLINA	477	329	422	105	2	0	0	0	187
NORTH DAKOTA	19	5	0	3	1	0	0	0	15
OHIO	–	–	–	–	–	–	0	–	–
OKLAHOMA	76	37	27	18	2	0	1	0	120
OREGON	214	92	55	64	3	0	0	0	35
PENNSYLVANIA	0	0	0	0	0	0	0	0	0
PUERTO RICO	190	81	72	565	12	5	0	53	138
RHODE ISLAND	19	12	17	0	1	0	0	0	109
SOUTH CAROLINA	5	9	185	59	0	2	0	0	84
SOUTH DAKOTA	5	24	29	0	0	1	0	11	29
TENNESSEE	117	231	171	52	16	27	1	0	557
TEXAS	172	1,911	1,306	127	7	1,481	4	2	2,976
UTAH	74	78	44	14	0	0	0	0	51
VERMONT	58	41	7	0	9	0	14	0	4
VIRGINIA	49	88	151	94	0	73	20	0	56
WASHINGTON	479	783	782	22	114	1	1	0	5
WEST VIRGINIA	59	11	78	14	0	0	2	0	54
WISCONSIN	–	–	–	–	–	–	–	–	–
WYOMING	66	90	9	4	1	4	1	1	12
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	5	2	1	0	0	0	0	0	2
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	27	13	18	3	0	0	2	–	1
U.S. & INSULAR AREAS	14,658	10,643	14,594	2,978	1,441	1,732	434	109	10,050
50 STATES, D.C. & P.R.	14,626	10,628	14,583	2,975	1,441	1,732	432	109	10,047

DATA AS OF OCTOBER 1, 1987.

Table 41

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985-1986

STATE	VISUALLY HANDICAPPED NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	209	48	1	0	286	0	0	0
ALASKA	13	13	10	1	0	0	0	0	0
ARIZONA	3	230	24	0	14	102	0	0	0
ARKANSAS	50	56	11	0	3	125	4	1	35
CALIFORNIA	859	101	1,330	-	10	-	-	3	-
COLORADO	157	94	12	12	3	25	0	0	2
CONNECTICUT	115	99	122	54	40	0	31	2	12
DELAWARE	54	0	9	1	0	0	0	0	11
DISTRICT OF COLUMBIA	0	0	26	0	0	0	0	0	0
FLORIDA	219	258	209	21	2	121	1	0	10
GEORGIA	12	325	41	135	0	0	0	0	0
HAWAII	42	9	25	7	0	0	0	0	0
IDAHO	34	26	10	3	0	0	0	3	10
ILLINOIS	191	296	502	40	17	0	11	1	0
INDIANA	70	251	20	24	0	105	0	0	0
IOWA	107	26	47	-	0	05	-	-	4
KANSAS	107	19	0	3	0	50	0	0	5
KENTUCKY	219	100	20	30	1	139	0	0	9
LOUISIANA	115	124	117	14	0	113	0	0	12
MAINE	04	90	12	0	3	0	1	0	1
MARYLAND	299	02	00	111	21	171	0	0	13
MASSACHUSETTS	07	531	150	10	23	5	4	0	5
MICHIGAN	409	109	200	54	0	0	0	0	40
MINNESOTA	157	130	9	51	-	34	-	0	13
MISSISSIPPI	32	33	32	11	0	4	0	0	2
MISSOURI	190	147	43	39	30	7	-	0	2
MONTANA	34	21	112	0	0	7	0	0	15
NEBRASKA	19	90	11	0	0	41	0	3	0
NEVADA	0	7	47	0	0	0	0	0	0
NEW HAMPSHIRE	102	19	31	1	29	0	0	0	0
NEW JERSEY	003	105	45	0	17	0	0	0	1
NEW MEXICO	44	13	20	7	1	00	0	0	0
NEW YORK	515	409	279	74	100	39	40	2	5
NORTH CAROLINA	312	174	20	19	2	75	0	0	5
NORTH DAKOTA	27	2	3	1	0	17	0	0	0
OHIO	300	74	350	20	0	119	0	0	3
OKLAHOMA	190	04	44	12	0	107	0	0	2
OREGON	30	12	2	5	1	0	0	2	0
PENNSYLVANIA	074	230	152	32	115	4	134	1	23
PUERTO RICO	93	175	109	1,791	9	102	0	0	24
RHODE ISLAND	30	14	23	0	3	0	5	0	1
SOUTH CAROLINA	274	94	30	0	2	75	0	0	0
SOUTH DAKOTA	9	17	10	1	2	10	0	0	0
TENNESSEE	315	242	42	10	4	140	1	0	1
TEXAS	330	741	442	75	5	140	10	12	27
UTAH	50	00	50	2	0	40	0	0	5
VERMONT	27	7	0	0	0	0	2	0	1
VIRGINIA	07	33	13	7	0	100	0	0	27
WASHINGTON	120	50	40	0	15	01	0	0	20
WEST VIRGINIA	145	54	0	0	0	00	3	0	0
WISCONSIN	117	141	05	01	0	90	0	0	0
WYOMING	22	12	2	0	0	3	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0
GUAM	5	4	0	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	3	0	3	0	2	1	1	-	0
U.S. & INSULAR AREAS	0,500	0,530	5,290	2,012	550	2,790	200	31	374
50 STATES, D.C. & P.R.	0,500	0,535	5,293	2,012	550	2,790	250	31	374

DATA AS OF OCTOBER 1, 1987.

157

Table 42

NUMBER OF CHILDREN 3 - 21 YEARS OLD SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1985-1986

STATE	DEAF-BLIND NUMBER								
	REGULAR CLASSES	RESOURCE ROOM	SEPARATE CLASSES	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	40	14	0	1	42	0	0	1
ALASKA	1	0	1	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0
ARKANSAS	1	30	2	4	0	2	0	0	0
CALIFORNIA	14	2	135	-	5	-	-	0	-
COLORADO	0	0	23	20	5	36	0	0	1
CONNECTICUT	4	9	7	6	3	0	9	1	1
DELAWARE	0	1	4	23	0	0	0	0	1
DISTRICT OF COLUMBIA	0	0	0	21	0	9	1	0	0
FLORIDA	0	0	0	34	0	18	0	0	1
GEORGIA	0	1	0	14	0	0	0	0	0
HAWAII	0	0	6	5	0	0	0	0	0
IDAHO	0	0	2	0	0	0	0	0	2
ILLINOIS	1	1	17	14	2	27	2	0	0
INDIANA	0	0	0	1	0	2	3	0	0
IOWA	0	0	12	-	0	21	-	-	0
KANSAS	0	0	11	7	0	31	0	0	2
KENTUCKY	28	68	5	10	0	0	2	0	2
LOUISIANA	28	28	3	10	0	0	0	0	1
MAINE	0	0	5	0	0	0	0	0	0
MARYLAND	2	3	50	24	1	47	0	0	0
MASSACHUSETTS	11	86	26	4	4	0	0	0	1
MICHIGAN	-	-	-	-	-	-	-	-	-
MINNESOTA	0	4	1	7	-	3	-	0	4
MISSISSIPPI	0	0	1	2	0	0	0	0	1
MISSOURI	0	0	72	6	3	12	-	0	0
MONTANA	0	0	13	5	0	0	0	0	2
NEBRASKA	-	-	-	0	0	0	0	0	0
NEVADA	0	0	0	5	0	0	0	0	0
NEW HAMPSHIRE	4	0	3	1	3	0	5	0	0
NEW JERSEY	38	3	2	45	20	61	23	0	1
NEW MEXICO	4	3	6	0	0	23	0	0	0
NEW YORK	8	2	3	15	20	25	120	0	0
NORTH CAROLINA	0	0	3	3	2	64	0	0	3
NORTH DAKOTA	1	0	0	0	0	21	0	0	1
OHIO	0	2	3	2	0	0	0	0	0
OKLAHOMA	31	147	33	2	0	9	1	0	5
OREGON	1	0	10	0	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	4	0	58	0	0
PUERTO RICO	1	30	12	0	0	68	0	0	5
RHODE ISLAND	1	0	0	0	4	0	3	0	0
SOUTH CAROLINA	4	26	6	4	0	104	0	0	0
SOUTH DAKOTA	0	4	4	0	1	19	0	0	1
TENNESSEE	0	2	2	3	4	13	0	0	0
TEXAS	0	3	28	9	3	40	4	0	1
UTAH	0	0	90	17	0	6	0	0	0
VERMONT	0	1	1	0	0	0	4	0	0
VIRGINIA	0	1	4	0	0	8	2	0	1
WASHINGTON	0	0	9	5	2	19	0	0	0
WEST VIRGINIA	0	0	0	0	0	14	0	0	0
WISCONSIN	0	0	12	0	0	7	0	0	0
WYOMING	0	1	0	0	0	2	0	0	0
AMERICAN SAMOA	0	0	0	2	0	0	0	0	0
GUAM	0	1	2	5	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	-	0
U.S. & INSULAR AREAS	183	494	651	335	87	770	235	1	38
50 STATES, D.C. & P.R.	183	493	649	328	87	770	235	1	38

DATA AS OF OCTOBER 1, 1987.

Table 43

NUMBER AND CHANGE
IN NUMBER OF INFANTS AND TODDLERS
0-2 YEARS OLD RECEIVING EARLY INTERVENTION SERVICES
DURING SCHOOL YEARS 1984-85 AND 1985-86

STATE NAME	1984-1985	1985-1986	CHANGE IN NUMBER SERVED	PERCENT CHANGE IN NUMBER SERVED
ALABAMA	2,004	63	-1,941	-96.86
ALASKA	957	513	-444	-46.39
ARIZONA	192	198	6	3.13
ARKANSAS	379	419	40	10.55
CALIFORNIA	1,898	2,138	240	12.64
COLORADO	689	-	-	-
CONNECTICUT	239	802	563	235.56
DELAWARE	45	41	-4	-8.89
DISTRICT OF COLUMBIA	0	2,000	2,000	-
FLORIDA	859	1,452	593	69.03
GEORGIA	167	175	8	4.79
HAWAII	0	-	-	-
IDAHO	845	-	-	-
ILLINOIS	292	678	276	136.63
INDIANA	1,156	1,334	178	15.40
IOWA	802	825	23	2.87
KANSAS	246	-	-	-
KENTUCKY	821	465	-356	-43.36
LOUISIANA	966	1,100	134	13.87
MAINE	282	-	-	-
MARYLAND	911	-	-	-
MASSACHUSETTS	2,479	2,881	402	16.22
MICHIGAN	1,833	2,033	200	10.91
MINNESOTA	520	514	-6	-1.15
MISSISSIPPI	36	33	-3	-8.33
MISSOURI	88	0	-88	-100.00
MONTANA	74	74	0	0.00
NEBRASKA	981	-	-	-
NEVADA	296	276	-20	-6.76
NEW HAMPSHIRE	0	-	-	-
NEW JERSEY	2,866	2,074	-792	-27.63
NEW MEXICO	250	0	-250	-100.00
NEW YORK	3,133	3,404	271	8.65
NORTH CAROLINA	246	200	-46	-18.70
NORTH DAKOTA	205	238	33	16.10
OHIO	115	484	369	320.87
OKLAHOMA	481	466	-15	-3.12
OREGON	47	0	-47	-100.00
PENNSYLVANIA	3,428	2,087	-1,341	-39.12
PUERTO RICO	-	158	-	-
RHODE ISLAND	222	252	30	13.51
SOUTH CAROLINA	258	103	-155	-60.08
SOUTH DAKOTA	208	238	30	14.42
TENNESSEE	215	64	-151	-70.23
TEXAS	1,872	1,335	-537	-28.69
UTAH	116	472	356	306.90
VERMONT	88	-	-	-
VIRGINIA	519	558	39	7.51
WASHINGTON	388	248	-140	-36.08
WEST VIRGINIA	427	386	-41	-9.60
WISCONSIN	1,395	1,268	-127	-9.10
WYOMING	48	44	-4	-8.33
AMERICAN SAMOA	-	13	-	-
GUAM	27	34	7	25.93
NORTHERN MARIANAS	-	-	-	-
TRUST TERRITORIES	-	-	-	-
VIRGIN ISLANDS	-	-	-	-
BUR. OF INDIAN AFFAIRS	32	24	-8	-25.00
U.S. & INSULAR AREAS	36,553	32,764	-3,789	-10.37
50 STATES, D.C. & P.R.	36,494	32,693	-3,801	-10.42

DATA AS OF OCTOBER 1, 1987.

Table 44

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1985-1986

BY HANDICAPPING CONDITION

STATE	ALL CONDITIONS		LEARNING DISABLED		SPEECH IMPAIRED		MENTALLY RETARDED		EMOTIONALLY DISTURBED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,505	62	1,206	18	418	5	2,126	21	384	9
ALASKA	859	116	464	49	174	18	62	28	38	18
ARIZONA	3,457	276	1,617	118	451	58	512	45	331	21
ARKANSAS	2,731	329	1,246	136	428	52	835	188	50	3
CALIFORNIA	29,958	863	12,519	547	3,293	126	2,437	101	723	29
COLORADO	3,412	438	1,451	282	524	82	485	37	584	73
CONNECTICUT	3,816	0	1,887	0	568	0	781	0	384	0
DELAWARE	1,111	75	535	43	73	0	185	7	241	23
DISTRICT OF COLUMBIA	683	9	318	4	68	1	149	0	183	3
FLORIDA	10,278	2,343	3,374	886	1,535	256	2,219	396	1,799	687
GEORGIA	6,562	628	1,844	122	763	69	2,179	192	1,514	199
HAWAII	819	6	429	3	128	0	118	2	47	0
IDAHO	823	39	578	12	186	4	183	9	28	4
ILLINOIS	24,018	175	4,798	35	2,149	32	2,863	18	2,283	58
INDIANA	8,478	619	2,229	186	888	58	2,289	199	642	89
IOWA	4,392	971	1,576	498	454	32	1,253	182	628	168
KANSAS	3,878	78	853	28	485	3	488	8	438	17
KENTUCKY	3,888	388	1,399	132	472	33	1,362	138	256	41
LOUISIANA	6,385	1,251	2,374	534	1,187	158	1,471	334	629	117
MAINE	2,488	196	834	43	388	38	512	13	333	46
MARYLAND	6,121	388	2,898	126	1,179	78	992	44	482	43
MASSACHUSETTS	8,884	0	2,128	0	1,381	0	1,273	0	823	0
MICHIGAN	11,323	674	3,231	253	1,356	79	3,347	137	2,178	149
MINNESOTA	8,633	0	2,557	0	1,271	0	1,638	0	727	0
MISSISSIPPI	3,384	486	1,531	189	582	128	1,189	154	35	9
MISSOURI	5,817	461	2,499	182	968	0	1,444	196	714	136
MONTANA	779	88	-	0	-	0	-	0	-	0
NEBRASKA	1,885	54	177	7	319	11	162	6	79	12
NEVADA	945	117	533	57	118	14	114	28	88	13
NEW HAMPSHIRE	1,443	282	568	126	357	19	184	25	189	89
NEW JERSEY	12,885	778	6,161	275	2,298	351	942	39	1,759	64
NEW MEXICO	2,997	188	1,325	68	579	47	354	26	438	23
NEW YORK	28,885	4,267	10,886	1,898	2,928	389	2,989	378	5,818	982
NORTH CAROLINA	8,234	476	1,981	124	883	67	1,891	122	831	92
NORTH DAKOTA	898	78	286	36	227	18	257	11	51	9
OHIO	14,153	987	5,872	429	1,281	88	4,148	193	995	89
OKLAHOMA	4,751	499	1,485	183	881	116	1,933	118	166	68
OREGON	2,888	282	1,833	55	421	28	626	22	315	48
PENNSYLVANIA	11,638	888	4,878	188	1,488	85	3,213	136	1,744	181
PUERTO RICO	1,883	158	183	11	43	5	1,233	93	98	8
RHODE ISLAND	1,148	29	723	28	148	4	96	8	72	8
SOUTH CAROLINA	3,948	958	1,232	383	585	117	1,482	282	419	116
SOUTH DAKOTA	1,133	295	-	0	171	0	-	0	-	0
TENNESSEE	4,325	188	1,972	78	658	4	1,874	35	189	27
TEXAS	18,479	1,945	7,844	1,898	2,238	288	3,699	337	1,899	218
UTAH	1,958	128	548	35	242	17	281	25	532	38
VERMONT	847	5	178	0	149	5	218	0	52	0
VIRGINIA	8,431	1,638	3,813	814	798	199	1,458	271	732	228
WASHINGTON	3,628	151	2,836	23	448	19	518	92	226	6
WEST VIRGINIA	3,118	1,874	1,154	436	481	146	998	257	293	175
WISCONSIN	8,162	1,362	2,864	519	1,281	184	1,275	155	1,135	482
WYOMING	737	58	483	24	124	7	92	7	58	9
AMERICAN SAMOA	32	3	4	0	0	0	18	2	0	0
GUAM	155	41	49	12	11	3	63	21	4	2
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	333	75	161	33	47	38	66	0	34	7
U.S. & INSULAR AREAS	291,954	27,474	111,427	18,785	39,747	3,584	61,411	5,814	32,774	4,781
50 STATES, D.C. & P.R.	291,434	27,355	111,213	18,748	39,689	3,471	61,264	4,991	32,737	4,692

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL CONDITIONS' WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1987.

Table 44 (continued)

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1985-1986

BY HANDICAPPING CONDITION

STATE	HARD OF HEARING & DEAF		MULTIHANDICAPPED		ORTHOPEDICALLY IMPAIRED		OTHER HEALTH IMPAIRED		VISUALLY HANDICAPPED	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	134	3	157	3	74	0	–	2	82	1
ALASKA	32	5	44	10	10	2	13	0	12	3
ARIZONA	144	17	101	15	75	4	122	9	67	5
ARKANSAS	66	7	47	3	10	2	8	0	38	8
CALIFORNIA	480	19	863	27	478	19	214	9	138	6
COLORADO	110	6	227	21	61	14	–	0	42	4
CONNECTICUT	36	0	0	0	26	0	277	0	18	0
DELAWARE	29	0	18	2	33	0	5	0	9	1
DISTRICT OF COLUMBIA	6	0	8	0	9	1	18	1	10	0
FLORIDA	333	40	–	0	440	100	368	39	173	34
GEORGIA	148	16	–	0	156	15	85	0	72	5
HAWAII	25	0	28	1	33	0	–	0	10	0
IDAHO	16	0	0	0	0	0	28	1	0	0
ILLINOIS	657	6	418	0	298	0	–	0	186	4
INDIANA	200	16	179	34	97	19	10	11	97	7
IOWA	171	30	161	50	82	7	2	0	52	3
KANSAS	113	4	91	6	15	1	–	0	41	5
KENTUCKY	130	12	107	20	20	3	77	2	67	8
LOUISIANA	247	20	136	20	88	20	150	24	92	15
MAINE	54	23	297	14	46	15	100	6	10	6
MARYLAND	179	2	382	11	61	2	41	0	98	8
MASSACHUSETTS	84	0	132	0	66	0	84	0	36	0
MICHIGAN	421	22	225	6	–	0	400	17	133	10
MINNESOTA	160	0	–	0	232	0	–	0	48	0
MISSISSIPPI	78	9	38	4	50	0	–	0	38	3
MISSOURI	83	6	5	0	83	18	0	0	23	3
MONTANA	–	0	–	0	–	0	–	0	–	0
NEBRASKA	47	2	30	4	6	1	0	0	16	1
NEVADA	25	1	42	5	8	2	16	3	10	0
NEW HAMPSHIRE	29	0	91	18	7	1	14	1	11	2
NEW JERSEY	133	5	943	36	66	3	250	4	10	0
NEW MEXICO	65	2	123	9	64	2	13	1	46	3
NEW YORK	927	117	1,400	201	283	25	–	0	413	51
NORTH CAROLINA	341	30	286	28	67	4	100	0	81	11
NORTH DAKOTA	33	3	–	0	10	0	3	0	15	1
OHIO	292	13	1,183	133	502	35	–	0	80	7
OKLAHOMA	94	13	108	23	34	2	13	2	48	8
OREGON	129	28	–	3	114	7	100	14	84	14
PENNSYLVANIA	482	57	140	18	223	14	0	0	235	41
PUERTO RICO	82	2	200	25	20	0	23	2	34	5
RHODE ISLAND	26	4	16	1	2	0	51	0	7	0
SOUTH CAROLINA	137	24	16	7	77	23	80	0	83	18
SOUTH DAKOTA	–	0	–	0	–	0	–	0	–	0
TENNESSEE	80	0	135	25	80	11	124	11	40	3
TEXAS	528	34	411	13	247	18	279	18	317	7
UTAH	114	1	152	11	21	0	10	1	52	0
VERMONT	21	0	19	0	7	0	7	0	3	0
VIRGINIA	163	36	112	42	51	15	34	15	75	20
WASHINGTON	81	1	114	1	80	6	121	2	19	1
WEST VIRGINIA	85	22	–	0	44	16	24	13	49	9
WISCONSIN	119	13	–	0	222	4	–	0	61	6
WYOMING	14	1	24	3	13	1	4	0	4	0
AMERICAN SAMOA	3	0	5	1	0	0	0	0	0	0
GUAM	7	0	17	3	0	0	2	0	1	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	2	1	15	4	5	0	2	0	2	0
U.S. & INSULAR AREAS	8,200	670	9,078	868	4,681	446	3,376	230	3,261	342
50 STATES, D.C. & P.R.	8,189	670	9,041	868	4,676	446	3,372	230	3,258	342

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL CONDITIONS' WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1987.

Table 44 (continued)

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
FOR SCHOOL YEAR 1985-1986

BY HANDICAPPING CONDITION

	←DEAF-BLIND→	
STATE	EMPLOYED	NEEDED
ALABAMA	3	0
ALASKA	4	0
ARIZONA	37	0
ARKANSAS	3	1
CALIFORNIA	21	0
COLORADO	2	0
CONNECTICUT	0	0
DELAWARE	4	0
DISTRICT OF COLUMBIA	0	0
FLORIDA	9	0
GEORGIA	-	0
HAWAII	1	0
IDAHO	0	0
ILLINOIS	-	0
INDIANA	7	0
IOWA	12	0
KANSAS	0	0
KENTUCKY	0	0
LOUISIANA	9	0
MAINE	4	0
MARYLAND	7	2
MASSACHUSETTS	6	0
MICHIGAN	0	0
MINNESOTA	-	0
MISSISSIPPI	4	2
MISSOURI	6	0
MONTANA	-	0
NEBRASKA	0	0
NEVADA	0	3
NEW HAMPSHIRE	3	1
NEW JERSEY	36	1
NEW MEXICO	5	1
NEW YORK	-	0
NORTH CAROLINA	4	0
NORTH DAKOTA	4	0
OHIO	-	0
OKLAHOMA	7	2
OREGON	0	1
PENNSYLVANIA	23	10
PUERTO RICO	15	1
RHODE ISLAND	0	0
SOUTH CAROLINA	1	7
SOUTH DAKOTA	-	0
TENNESSEE	3	0
TEXAS	25	14
UTAH	3	0
VERMONT	1	0
VIRGINIA	2	0
WASHINGTON	3	0
WEST VIRGINIA	9	0
WISCONSIN	5	0
WYOMING	0	0
AMERICAN SAMOA	2	0
GUAM	1	0
NORTHERN MARIANAS	-	-
TRUST TERRITORIES	-	-
VIRGIN ISLANDS	-	-
BUR. OF INDIAN AFFAIRS	0	0
U.S. & INSULAR AREAS	298	46
50 STATES, D.C. & P.R.	295	46

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE U.S. & INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR 'ALL CONDITIONS' WILL NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO HANDICAPPING CONDITION SERVED.

DATA AS OF OCTOBER 1, 1987.

Table 45

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS		PHYSICAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,200	38	60	1	21	2	0	1	11	2
ALASKA	953	100	2	0	21	4	0	0	13	2
ARIZONA	2,720	256	67	4	54	8	8	5	41	11
ARKANSAS	800	104	4	0	4	1	0	0	5	0
CALIFORNIA	23,570	977	84	2	14	1	9	0	11	0
COLORADO	3,302	500	200	50	131	41	7	20	46	20
CONNECTICUT	3,941	-	163	-	-	-	-	-	-	-
DELAWARE	721	32	13	0	10	3	0	0	11	0
DISTRICT OF COLUMBIA	712	0	36	0	17	0	7	0	0	0
FLORIDA	8,150	823	202	29	112	28	9	5	91	28
GEORGIA	3,444	295	100	10	41	7	10	1	40	5
HAWAII	800	179	41	11	21	6	0	0	17	7
IDAHO	617	45	15	2	0	0	0	0	0	0
ILLINOIS	10,000	135	1,317	21	220	27	14	-	100	24
INDIANA	4,900	570	101	17	75	11	40	7	71	13
IOWA	3,372	104	103	0	20	0	12	0	10	15
KANSAS	2,720	40	103	0	10	3	0	0	11	2
KENTUCKY	2,000	100	41	1	33	0	10	1	57	11
LOUISIANA	7,330	1,345	230	54	87	31	0	2	40	20
MAINE	2,927	1,103	84	41	10	40	0	00	10	30
MARYLAND	5,077	210	102	0	97	7	10	0	00	0
MASSACHUSETTS	0,050	0	400	0	07	0	-	-	50	0
MICHIGAN	7,002	301	010	55	201	0	23	0	103	13
MINNESOTA	5,014	-	407	-	101	-	12	-	70	-
MISSISSIPPI	1,020	127	30	2	0	2	0	2	11	3
MISSOURI	2,420	0	35	0	34	0	0	0	21	0
MONTANA	000	43	0	0	0	2	1	0	5	1
NEBRASKA	004	13	13	3	10	1	0	0	10	1
NEVADA	050	03	2	0	0	1	2	0	0	2
NEW HAMPSHIRE	2,200	210	30	5	00	11	4	0	32	3
NEW JERSEY	15,150	557	1,050	35	140	22	21	1	140	11
NEW MEXICO	2,000	150	32	0	110	30	1	1	00	17
NEW YORK	20,530	0	-	-	177	-	-	-	135	-
NORTH CAROLINA	4,375	343	103	13	50	14	31	13	70	15
NORTH DAKOTA	031	15	30	1	32	1	3	0	22	0
OHIO	3,001	400	0	0	140	32	10	5	105	40
OKLAHOMA	2,307	301	20	21	22	12	11	0	35	17
OREGON	2,001	137	17	1	40	3	3	0	01	5
PENNSYLVANIA	10,103	250	105	0	130	0	11	2	102	1
PUERTO RICO	1,350	211	04	22	14	15	0	0	5	14
RHODE ISLAND	1,224	22	00	0	13	1	0	0	14	0
SOUTH CAROLINA	3,012	423	05	11	14	3	12	1	21	7
SOUTH DAKOTA	1,070	130	5	5	7	27	0	0	23	17
TENNESSEE	3,054	4	75	0	25	0	15	0	50	0
TEXAS	13,247	003	70	0	00	17	15	0	03	0
UTAH	1,253	70	03	1	10	1	1	0	45	1
VERMONT	055	0	11	0	5	0	2	0	3	0
VIRGINIA	5,702	1,003	321	70	104	20	0	1	07	30
WASHINGTON	2,735	147	41	1	102	20	-	-	45	10
WEST VIRGINIA	1,724	222	0	0	13	4	4	0	15	0
WISCONSIN	4,435	111	312	10	114	0	0	0	100	11
WYOMING	050	51	41	3	24	3	0	0	0	2
AMERICAN SAMOA	23	1	1	0	0	0	0	0	0	0
GUAM	105	1	3	0	4	0	1	0	3	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	459	111	22	2	1	2	0	0	3	1
U.S. & INSULAR AREAS	229,872	13,712	7,033	542	3,120	500	307	143	2,534	454
50 STATES, D.C. & P.R.	229,225	13,599	7,007	540	3,115	504	300	143	2,527	453

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

Table 45 (continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	TEACHER AIDES		PHYSICAL EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS		OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	1,155	12	41	3	179	2	394	2	206	9
ALASKA	472	73	3	1	37	3	282	6	68	7
ARIZONA	1,543	168	44	5	97	10	349	9	275	10
ARKANSAS	343	29	5	1	97	8	261	58	9	0
CALIFORNIA	18,594	791	564	18	705	12	1,268	42	1,892	70
COLORADO	1,618	236	0	7	162	15	575	56	318	45
CONNECTICUT	1,892	–	223	–	90	–	412	–	195	–
DELAWARE	364	15	17	0	37	2	77	1	55	4
DISTRICT OF COLUMBIA	131	0	18	1	68	0	284	2	78	2
FLORIDA	4,270	477	98	18	804	64	1,548	54	426	31
GEORGIA	1,853	115	26	3	338	12	341	12	351	20
HAWAII	328	21	7	7	13	0	270	4	7	4
IDAHO	468	48	0	0	41	0	0	0	94	2
ILLINOIS	8,317	21	112	1	728	13	2,909	4	1,153	16
INDIANA	2,422	230	44	4	510	60	1,109	150	373	28
IOWA	2,152	97	13	1	180	7	361	22	298	27
KANSAS	1,949	26	13	1	138	0	66	3	328	10
KENTUCKY	1,178	72	133	1	294	0	791	48	101	9
LOUISIANA	3,708	748	331	60	274	58	1,719	149	272	83
MAINE	971	300	10	25	248	37	788	111	48	37
MARYLAND	2,206	46	110	4	241	0	1,518	79	122	16
MASSACHUSETTS	3,179	0	195	0	347	0	1,291	0	392	0
MICHIGAN	4,727	212	82	10	541	30	445	7	748	45
MINNESOTA	3,060	–	198	–	229	–	325	–	359	–
MISSISSIPPI	359	52	9	0	162	7	287	11	25	14
MISSOURI	1,717	0	0	0	183	0	99	0	24	0
MONTANA	459	35	8	1	37	0	7	0	107	4
NEBRASKA	797	0	0	0	38	2	0	0	81	0
NEVADA	412	56	14	1	29	4	78	1	79	9
NEW HAMPSHIRE	1,028	122	23	1	143	15	313	9	129	18
NEW JERSEY	4,628	284	276	41	817	27	960	19	1,013	41
NEW MEXICO	1,538	41	72	3	124	5	278	19	39	9
NEW YORK	10,431	–	1,292	–	2,915	–	3,587	–	2,000	–
NORTH CAROLINA	2,165	178	39	4	278	10	935	45	284	28
NORTH DAKOTA	364	4	15	1	71	3	0	1	37	1
OHIO	1,568	185	118	14	399	35	0	68	981	56
OKLAHOMA	733	91	138	5	155	35	820	103	87	28
OREGON	1,471	79	64	2	183	7	379	6	185	7
PENNSYLVANIA	5,383	258	283	0	838	0	2,852	0	648	0
PUERTO RICO	352	25	73	27	101	22	255	32	55	15
RHODE ISLAND	459	16	88	0	52	2	269	0	110	1
SOUTH CAROLINA	1,461	282	127	6	285	32	685	16	222	39
SOUTH DAKOTA	355	52	157	7	85	23	0	0	16	3
TENNESSEE	2,020	0	138	0	198	3	758	0	258	1
TEXAS	8,471	849	359	0	598	3	46	0	373	15
UTAH	837	62	7	0	67	2	59	1	111	7
VERMONT	183	0	13	0	68	0	193	14	38	0
VIRGINIA	2,695	598	158	19	286	53	959	103	341	41
WASHINGTON	1,582	39	–	–	172	24	183	11	389	45
WEST VIRGINIA	678	101	23	2	125	15	274	12	136	38
WISCONSIN	2,276	0	138	4	182	14	0	0	298	58
WYOMING	458	21	11	0	38	5	182	5	38	3
AMERICAN SAMOA	0	1	2	0	1	0	0	0	0	0
GUAM	88	0	1	0	3	0	39	0	19	0
NORTHERN MARIANAS	–	–	–	–	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	214	48	3	1	35	0	148	29	11	0
U.S. & INSULAR AREAS	122,584	6,939	5,931	322	14,957	691	31,164	1,325	16,313	997
50 STATES, D.C. & P.R.	122,194	6,898	5,925	321	14,918	683	30,979	1,297	16,292	992

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

Table 45 (continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1986-86

STATE	DIAGNOSTIC STAFF		AUDIOLOGISTS		WORK-STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS		COUNSELORS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	0	1	0	0	3	0	110	3	34	1
ALASKA	15	2	5	0	15	1	8	2	11	1
ARIZONA	25	7	0	0	20	7	49	5	134	8
ARKANSAS	53	3	3	0	3	1	14	1	8	1
CALIFORNIA	206	75	46	0	80	10	68	9	143	29
COLORADO	0	0	28	0	98	0	85	12	0	0
CONNECTICUT	82	-	-	-	-	-	378	-	568	-
DELAWARE	58	2	1	1	0	0	28	1	39	3
DISTRICT OF COLUMBIA	28	4	1	0	3	0	5	0	11	0
FLORIDA	323	42	29	5	84	17	173	12	177	0
GEORGIA	46	3	28	2	25	2	129	7	19	2
HAWAII	163	79	3	1	7	24	11	24	0	0
IDAHO	0	0	3	1	0	0	0	0	0	0
ILLINOIS	178	-	41	-	0	-	181	3	497	0
INDIANA	38	15	38	0	53	3	62	19	17	4
IOWA	0	0	54	0	0	0	44	0	0	0
KANSAS	-	0	17	0	7	0	41	0	23	0
KENTUCKY	84	3	0	3	19	2	111	1	178	6
LOUISIANA	383	84	58	16	21	2	98	11	67	5
MAINE	100	297	10	18	71	66	136	78	387	36
MARYLAND	68	8	28	28	68	3	109	7	243	6
MASSACHUSETTS	-	-	-	-	-	-	66	0	15	0
MICHIGAN	0	0	15	3	27	0	10	1	0	0
MINNESOTA	163	-	28	-	170	-	368	-	-	-
MISSISSIPPI	78	14	9	5	0	1	56	12	6	2
MISSOURI	256	0	9	0	0	0	0	0	59	0
MONTANA	0	0	7	0	2	0	7	0	7	0
NEBRASKA	0	0	0	0	0	0	0	0	3	0
NEVADA	11	1	4	2	0	1	5	3	13	2
NEW HAMPSHIRE	46	3	1	1	13	3	68	13	363	18
NEW JERSEY	3,428	82	37	1	158	0	853	31	1,728	42
NEW MEXICO	243	11	17	2	14	1	46	2	18	1
NEW YORK	-	-	-	-	-	-	-	-	-	-
NORTH CAROLINA	45	4	28	2	12	1	184	7	146	0
NORTH DAKOTA	0	0	5	0	0	0	41	3	0	0
OHIO	47	0	25	2	219	19	145	21	0	0
OKLAHOMA	71	13	29	18	38	0	74	5	105	28
OREGON	175	0	24	4	222	1	66	3	278	8
PENNSYLVANIA	178	0	32	0	68	0	158	0	195	0
PUERTO RICO	0	21	5	0	0	0	188	12	7	4
RHODE ISLAND	46	1	3	0	13	0	19	1	67	0
SOUTH CAROLINA	22	5	18	3	3	0	174	19	68	8
SOUTH DAKOTA	0	0	3	1	27	0	83	3	100	0
TENNESSEE	68	0	29	0	15	0	100	0	100	0
TEXAS	1,383	28	15	0	325	0	541	0	491	0
UTAH	14	0	9	1	3	1	6	0	12	1
VERMONT	21	0	15	0	15	0	23	0	200	0
VIRGINIA	88	11	152	0	39	12	489	28	157	18
WASHINGTON	6	2	18	2	-	-	-	-	19	3
WEST VIRGINIA	62	11	38	1	11	2	63	11	46	3
WISCONSIN	154	0	6	0	0	0	389	0	11	0
WYOMING	78	3	0	0	0	1	12	1	54	3
AMERICAN SAMOA	6	0	0	0	0	0	1	0	0	0
GUAM	0	0	0	1	1	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	17	7	1	1	0	1	2	3	7	6
U.S. & INSULAR AREAS	9,824	746	961	140	1,998	195	5,782	362	6,986	282
50 STATES, D.C. & P.R.	9,693	736	961	140	1,998	193	5,771	359	6,891	256

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

Table 45 (continued)

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE HANDICAPPED CHILDREN FOR SCHOOL YEAR 1985-86

STATE	SUPERVISORS/ ADMINISTRATORS (SEA) EMPLOYED	NEEDED
ALABAMA	21	0
ALASKA	0	0
ARIZONA	6	1
ARKANSAS	2	1
CALIFORNIA	7	0
COLORADO	5	0
CONNECTICUT	-	-
DELAWARE	3	1
DISTRICT OF COLUMBIA	18	0
FLORIDA	24	16
GEORGIA	28	5
HAWAII	8	0
IDAHO	4	0
ILLINOIS	66	-
INDIANA	0	0
IOWA	23	0
KANSAS	20	0
KENTUCKY	50	2
LOUISIANA	50	0
MAINE	16	14
MARYLAND	0	0
MASSACHUSETTS	6	0
MICHIGAN	6	6
MINNESOTA	29	-
MISSISSIPPI	0	0
MISSOURI	0	0
MONTANA	0	0
NEBRASKA	23	0
NEVADA	5	2
NEW HAMPSHIRE	9	2
NEW JERSEY	88	0
NEW MEXICO	18	2
NEW YORK	1	-
NORTH CAROLINA	71	9
NORTH DAKOTA	4	0
OHIO	0	0
OKLAHOMA	0	0
OREGON	7	5
PENNSYLVANIA	28	3
PUERTO RICO	11	2
RHODE ISLAND	14	0
SOUTH CAROLINA	13	9
SOUTH DAKOTA	15	0
TENNESSEE	28	0
TEXAS	0	0
UTAH	3	2
VERMONT	12	0
VIRGINIA	21	0
WASHINGTON	-	-
WEST VIRGINIA	15	4
WISCONSIN	49	0
WYOMING	4	1
AMERICAN SAMOA	2	0
GUAM	2	0
NORTHERN MARIANAS	-	-
TRUST TERRITORIES	-	-
VIRGIN ISLANDS	-	-
BUR. OF INDIAN AFFAIRS	9	0
U.S. & INSULAR AREAS	829	96
50 STATES, D.C. & P.R.	829	96

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., & PUERTO RICO MAY NOT EQUAL THE SUM OF THE STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

DATA AS OF OCTOBER 1, 1987.

Table 46

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1985–1986 BY REASON FOR EXIT

ALL CONDITIONS

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	1,393	1,685	199	1,072	336	4,595
ALASKA	384	29	3	99	341	766
ARIZONA	1,218	145	75	587	558	2,583
ARKANSAS	1,246	438	84	448	160	2,378
CALIFORNIA	3,135	4,275	374	4,661	6,863	19,308
COLORADO	1,169	51	94	526	620	2,460
CONNECTICUT	4,488	411	116	36	167	5,138
DELAWARE	324	118	54	388	33	837
DISTRICT OF COLUMBIA	92	124	3	2	14	235
FLORIDA	1,792	2,178	194	2,156	825	7,136
GEORGIA	1,583	1,858	51	1,741	280	4,613
HAWAII	146	154	21	63	73	457
IDAHO	328	82	15	210	43	678
ILLINOIS	6,841	227	466	4,537	0	12,071
INDIANA	2,757	919	129	1,478	1,851	6,317
IOWA	1,954	153	39	728	411	3,285
KANSAS	1,227	63	9	411	129	1,839
KENTUCKY	2,279	212	96	1,842	383	3,932
LOUISIANA	870	1,812	183	1,585	857	4,347
MAINE	632	284	126	188	0	1,070
MARYLAND	877	52	197	749	1,526	3,401
MASSACHUSETTS	0	5,861	264	2,198	453	7,878
MICHIGAN	3,245	688	5	1,681	24	5,643
MINNESOTA	3,294	1,306	8	814	344	5,766
MISSISSIPPI	621	1,278	77	668	115	2,759
MISSOURI	2,636	1,426	98	2,398	572	7,118
MONTANA	461	98	28	152	39	759
NEBRASKA	1,299	284	8	71	93	1,577
NEVADA	291	107	5	51	7	451
NEW HAMPSHIRE	367	85	48	439	60	991
NEW JERSEY	6,837	43	148	2,222	288	8,738
NEW MEXICO	734	84	21	343	98	1,282
NEW YORK	4,824	2,882	533	7,114	0	15,153
NORTH CAROLINA	2,819	982	180	1,680	455	6,096
NORTH DAKOTA	189	29	29	47	14	298
OHIO	6,167	533	395	1,947	877	9,919
OKLAHOMA	2,329	83	42	574	314	3,342
OREGON	1,169	99	2	361	610	2,223
PENNSYLVANIA	4,993	667	281	2,666	2,699	10,647
PUERTO RICO	95	58	123	475	181	992
RHODE ISLAND	599	0	57	473	99	1,299
SOUTH CAROLINA	1,353	872	267	1,026	617	4,136
SOUTH DAKOTA	0	387	52	117	89	635
TENNESSEE	121	189	4	595	227	1,056
TEXAS	3,647	5,129	0	3,321	0	12,098
UTAH	881	73	88	243	118	1,205
VERMONT	196	35	0	134	26	365
VIRGINIA	1,788	963	85	1,189	626	4,669
WASHINGTON	827	191	45	517	219	1,799
WEST VIRGINIA	1,387	146	0	421	299	2,092
WISCONSIN	4,188	46	28	290	411	4,877
WYOMING	363	18	5	94	53	473
AMERICAN SAMOA	3	1	0	3	0	7
GUAM	76	0	0	31	3	110
NORTHERN MARIANAS	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	97	18	17	39	10	119
U.S. & INSULAR AREAS	99,921	36,871	5,182	51,156	24,493	213,623
50 STATES, D.C. & P.R.	99,885	36,854	5,165	51,083	24,480	213,367

DATA AS OF OCTOBER 1, 1987.

Table 47

PERCENTAGE OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

ALL CONDITIONS

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER
ALABAMA	30.32	36.67	2.37	23.33	7.31
ALASKA	39.69	2.61	0.39	12.79	44.52
ARIZONA	47.15	5.61	2.90	22.73	21.60
ARKANSAS	52.44	18.43	3.54	18.86	6.73
CALIFORNIA	16.24	22.14	1.94	24.14	35.54
COLORADO	47.52	2.07	3.82	21.38	25.20
CONNECTICUT	85.77	8.01	2.26	0.70	3.26
DELAWARE	38.71	14.10	6.45	36.80	3.94
DISTRICT OF COLUMBIA	39.15	52.77	1.28	0.85	5.96
FLORIDA	25.11	30.41	2.72	30.20	11.56
GEORGIA	32.58	22.94	1.11	37.74	5.64
HAWAII	31.95	33.70	4.00	13.79	15.97
IDAHO	48.38	12.09	2.21	30.97	6.34
ILLINOIS	56.67	1.88	3.00	37.50	0.00
INDIANA	43.64	14.55	1.90	23.27	16.64
IOWA	59.48	4.66	1.19	22.16	12.51
KANSAS	87.05	3.44	0.49	22.46	6.56
KENTUCKY	57.96	5.39	2.44	26.50	7.71
LOUISIANA	20.81	23.28	2.37	34.62	19.71
MAINE	59.87	19.87	11.78	10.09	0.00
MARYLAND	25.79	1.53	5.79	22.02	44.87
MASSACHUSETTS	0.00	64.24	3.35	26.66	5.75
MICHIGAN	57.50	12.19	0.09	29.79	0.43
MINNESOTA	57.11	22.68	0.14	14.11	5.96
MISSISSIPPI	22.51	46.32	2.79	24.21	4.17
MISSOURI	37.86	20.83	1.35	33.52	8.04
MONTANA	60.74	11.86	3.43	20.03	3.95
NEBRASKA	76.66	12.94	0.00	4.50	5.90
NEVADA	44.57	41.46	1.11	11.31	1.55
NEW HAMPSHIRE	37.03	8.58	4.04	44.30	6.05
NEW JERSEY	69.09	0.49	1.69	25.43	3.30
NEW MEXICO	57.25	6.71	1.64	26.78	7.64
NEW YORK	31.84	17.70	3.52	46.95	0.00
NORTH CAROLINA	46.24	15.76	2.95	27.56	7.46
NORTH DAKOTA	65.17	6.90	6.90	16.21	4.83
OHIO	62.17	5.37	3.98	19.63	8.84
OKLAHOMA	69.09	2.48	1.26	17.18	9.40
OREGON	52.18	4.85	0.09	16.24	27.44
PENNSYLVANIA	46.89	6.26	1.89	19.61	25.35
PUERTO RICO	7.21	6.43	13.64	52.66	20.07
RHODE ISLAND	47.97	0.00	4.71	39.12	8.19
SOUTH CAROLINA	32.69	21.06	6.46	24.85	14.92
SOUTH DAKOTA	0.00	57.00	9.76	18.43	14.82
TENNESSEE	11.46	10.32	0.38	56.34	21.50
TEXAS	30.17	42.36	0.00	27.47	0.00
UTAH	57.34	6.06	6.64	20.17	9.79
VERMONT	52.05	4.11	0.00	36.71	7.12
VIRGINIA	38.30	21.27	1.76	25.27	13.41
WASHINGTON	48.39	5.91	2.63	30.25	12.81
WEST VIRGINIA	68.28	0.70	0.00	21.03	9.99
WISCONSIN	84.07	0.06	0.57	5.95	8.43
WYOMING	64.06	3.81	1.06	19.87	11.21
AMERICAN SAMOA	42.86	14.29	0.00	42.86	0.00
GUAM	69.09	0.00	0.00	28.18	2.73
NORTHERN MARIANAS	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	31.09	13.45	14.29	32.77	8.40
U.S. & INSULAR AREAS	42.56	17.26	2.43	26.29	11.47
50 STATES, D.C. & P.R.	42.55	17.27	2.42	26.28	11.47

SOME STATES REPORTED ONLY TOTAL STUDENTS EXITING THE EDUCATIONAL SYSTEM AND DID NOT REPORT DATA BY REASON FOR EXIT. AS A RESULT, THE PROPORTIONS FOR THE U.S. AND INSULAR AREAS AND THE 50 STATES, D.C. AND PUERTO RICO WILL NOT SUM TO 100 PERCENT.

DATA AS OF OCTOBER 1, 1987.

Table 48

NUMBER OF STUDENTS 18 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1986-1986 BY REASON FOR EXIT

LEARNING DISABLED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	911	137	2	359	113	1,522
ALASKA	266	8	0	85	311	670
ARIZONA	769	37	13	352	268	1,439
ARKANSAS	691	157	9	211	75	1,143
CALIFORNIA	1,930	2,632	51	2,889	3,843	11,065
COLORADO	617	16	1	232	214	1,080
CONNECTICUT	2,511	95	19	11	71	2,707
DELAWARE	236	49	0	187	8	480
DISTRICT OF COLUMBIA	70	25	0	0	4	99
FLORIDA	1,210	355	11	944	355	2,875
GEORGIA	863	101	3	581	84	1,632
HAWAII	100	77	5	31	17	230
IDAHO	215	16	0	147	33	411
ILLINOIS	3,287	16	16	1,482	0	4,801
INDIANA	1,349	56	2	585	449	2,441
IOWA	1,068	45	0	331	212	1,656
KANSAS	706	12	1	200	57	976
KENTUCKY	1,210	23	0	389	174	1,821
LOUISIANA	566	365	14	719	381	1,987
MAINE	365	46	30	30	0	411
MARYLAND	332	0	0	422	722	1,476
MASSACHUSETTS	0	1,787	93	742	162	2,784
MICHIGAN	1,936	295	0	738	8	2,977
MINNESOTA	1,319	644	2	568	297	2,830
MISSISSIPPI	469	665	12	378	62	1,586
MISSOURI	1,496	334	2	1,074	224	3,040
MONTANA	388	33	0	96	25	462
NEBRASKA	792	105	0	25	15	897
NEVADA	177	113	0	30	2	331
NEW HAMPSHIRE	282	48	6	269	39	644
NEW JERSEY	3,517	0	10	1,096	122	4,745
NEW MEXICO	451	22	0	201	58	732
NEW YORK	3,420	566	190	3,607	0	7,783
NORTH CAROLINA	1,925	284	4	835	184	3,132
NORTH DAKOTA	121	3	2	32	10	168
OHIO	2,263	0	3	518	528	3,304
OKLAHOMA	1,364	28	11	319	153	1,875
OREGON	619	55	0	288	459	1,421
PENNSYLVANIA	2,532	127	6	944	1,144	4,753
PUERTO RICO	6	15	2	133	37	193
RHODE ISLAND	446	0	4	370	59	879
SOUTH CAROLINA	646	147	38	296	192	1,321
SOUTH DAKOTA	0	224	2	72	19	317
TENNESSEE	96	62	2	396	133	691
TEXAS	2,892	3,138	0	2,324	0	8,264
UTAH	365	12	2	71	19	469
VERMONT	98	1	0	60	7	166
VIRGINIA	1,266	182	0	543	227	2,217
WASHINGTON	841	63	13	376	186	1,279
WEST VIRGINIA	813	2	0	127	128	1,070
WISCONSIN	2,186	0	0	123	126	2,355
WYOMING	292	7	0	50	38	297
AMERICAN SAMOA	-	-	-	-	-	-
GUAM	41	0	0	21	1	63
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-
U.S. & INSULAR AREAS	51,628	13,150	590	28,644	11,955	103,987
50 STATES, D.C. & P.R.	51,587	13,150	590	28,623	11,954	103,904

DATA AS OF OCTOBER 1, 1987.

Table 49

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

SPEECH IMPAIRED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	35	26	5	3	33	102
ALASKA	6	1	0	0	4	11
ARIZONA	21	0	1	12	8	42
ARKANSAS	20	4	0	6	3	33
CALIFORNIA	871	1,188	0	1,176	1,734	4,969
COLORADO	17	1	1	4	3	26
CONNECTICUT	78	5	0	0	4	87
DELAWARE	0	0	0	1	0	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	143	120	1	100	5	369
GEORGIA	50	8	1	20	3	82
HAWAII	7	2	0	0	1	10
IDAHO	5	5	0	1	0	11
ILLINOIS	168	2	7	57	0	234
INDIANA	243	524	5	37	91	900
IOWA	0	0	0	0	0	0
KANSAS	20	5	2	3	1	31
KENTUCKY	69	3	1	7	6	86
LOUISIANA	11	6	0	40	52	109
MAINE	10	8	1	3	0	22
MARYLAND	157	0	0	28	122	307
MASSACHUSETTS	0	1,164	61	484	106	1,815
MICHIGAN	99	0	0	0	0	99
MINNESOTA	1,054	58	0	58	-	1,170
MISSISSIPPI	29	57	0	5	1	92
MISSOURI	128	78	2	32	40	280
MONTANA	12	6	2	3	0	23
NEBRASKA	23	0	0	0	2	25
NEVADA	0	3	0	1	0	4
NEW HAMPSHIRE	6	1	0	13	1	23
NEW JERSEY	219	0	4	29	27	279
NEW MEXICO	87	5	0	39	8	139
NEW YORK	36	5	1	23	0	67
NORTH CAROLINA	38	4	5	16	11	74
NORTH DAKOTA	3	0	0	1	0	4
OHIO	850	19	0	14	10	893
OKLAHOMA	46	1	0	4	1	52
OREGON	36	4	0	6	35	81
PENNSYLVANIA	49	6	1	40	138	234
PUERTO RICO	3	0	0	5	2	10
RHODE ISLAND	11	0	0	2	3	16
SOUTH CAROLINA	51	12	0	35	25	123
SOUTH DAKOTA	0	16	1	4	2	23
TENNESSEE	5	2	0	18	6	31
TEXAS	56	21	0	13	0	90
UTAH	6	0	1	0	0	7
VERMONT	9	0	0	4	3	16
VIRGINIA	85	22	0	17	28	152
WASHINGTON	3	4	0	1	1	9
WEST VIRGINIA	22	0	0	5	0	27
WISCONSIN	90	0	0	5	8	103
WYOMING	18	0	0	5	1	24
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	23	3	0	1	1	28
U.S. & INSULAR AREAS	5,032	3,399	103	2,381	2,530	13,445
50 STATES, D.C. & P.R.	5,009	3,396	103	2,380	2,529	13,417

DATA AS OF OCTOBER 1, 1987.

Table 50

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

MENTALLY RETARDED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	323	1,434	77	634	166	2,634
ALASKA	12	8	2	4	4	30
ARIZONA	187	85	36	43	39	390
ARKANSAS	439	252	70	215	77	1,053
CALIFORNIA	127	171	122	331	485	1,236
COLORADO	199	20	62	58	73	412
CONNECTICUT	409	225	45	0	2	681
DELAWARE	34	55	41	38	4	172
DISTRICT OF COLUMBIA	14	91	0	0	1	106
FLORIDA	48	1,392	95	479	120	2,134
GEORGIA	293	849	43	654	40	1,879
HAWAII	3	40	8	18	24	93
IDAHO	74	49	10	58	9	192
ILLINOIS	1,476	143	266	724	0	2,609
INDIANA	985	288	84	702	412	2,483
IOWA	804	52	28	160	100	944
KANSAS	341	34	4	112	17	508
KENTUCKY	890	152	73	522	87	1,724
LOUISIANA	164	565	65	476	183	1,393
MAINE	160	45	41	19	0	285
MARYLAND	76	31	195	170	95	567
MASSACHUSETTS	0	1,073	56	446	96	1,671
MICHIGAN	431	232	5	290	5	963
MINNESOTA	482	399	3	67	-	951
MISSISSIPPI	92	533	56	268	51	1,000
MISSOURI	742	824	68	652	122	2,408
MONTANA	59	33	11	28	2	133
NEBRASKA	272	99	0	18	36	425
NEVADA	1	46	4	3	3	57
NEW HAMPSHIRE	21	22	25	29	6	103
NEW JERSEY	788	0	100	187	19	1,094
NEW MEXICO	95	44	20	52	11	222
NEW YORK	142	1,672	144	701	0	2,659
NORTH CAROLINA	838	663	130	563	142	2,136
NORTH DAKOTA	51	14	18	4	2	89
OHIO	2,437	442	324	1,217	196	4,616
OKLAHOMA	754	52	30	186	135	1,157
OREGON	169	10	1	19	36	235
PENNSYLVANIA	1,685	414	170	650	618	3,537
PUERTO RICO	38	34	94	298	133	597
RHODE ISLAND	62	0	37	17	7	123
SOUTH CAROLINA	489	572	100	524	258	2,023
SOUTH DAKOTA	0	66	36	21	5	130
TENNESSEE	9	38	2	142	34	225
TEXAS	161	1,148	0	333	0	1,642
UTAH	101	35	18	19	4	177
VERMONT	65	12	0	43	4	124
VIRGINIA	165	657	73	336	67	1,298
WASHINGTON	82	21	10	37	9	159
WEST VIRGINIA	458	8	0	232	44	742
WISCONSIN	989	43	23	6	124	1,185
WYOMING	48	10	4	29	7	89
AMERICAN SAMOA	3	1	0	2	0	6
GUAM	30	0	0	5	1	36
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	10	6	7	34	7	64
U.S. & INSULAR AREAS	18,447	15,136	3,018	12,858	4,122	53,581
50 STATES, D.C. & P.R.	18,404	15,129	3,011	12,817	4,114	53,475

DATA AS OF OCTOBER 1, 1987.

Table 51

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

EMOTIONALLY DISTURBED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	54	46	2	65	12	179
ALASKA	3	0	0	8	17	28
ARIZONA	111	7	16	157	195	486
ARKANSAS	10	2	1	4	2	19
CALIFORNIA	45	69	78	122	167	481
COLORADO	232	7	7	202	277	725
CONNECTICUT	1,146	36	36	22	66	1,306
DELAWARE	44	9	0	75	19	147
DISTRICT OF COLUMBIA	6	3	1	0	9	19
FLORIDA	195	148	73	519	293	1,228
GEORGIA	206	55	1	423	127	812
HAWAII	6	9	0	7	10	32
IDAHO	8	5	4	9	1	27
ILLINOIS	1,470	43	144	2,163	0	3,820
INDIANA	66	16	12	114	67	275
IOWA	168	35	3	232	83	521
KANSAS	107	3	2	87	42	241
KENTUCKY	32	2	1	71	23	129
LOUISIANA	36	34	3	216	261	550
MAINE	92	64	25	32	0	213
MARYLAND	40	0	0	66	382	488
MASSACHUSETTS	0	693	36	288	64	1,081
MICHIGAN	589	148	0	626	10	1,365
MINNESOTA	230	165	2	113	42	552
MISSISSIPPI	7	2	0	6	0	15
MISSOURI	168	98	8	536	172	982
MONTANA	30	6	8	8	2	54
NEBRASKA	84	0	0	28	34	146
NEVADA	9	15	0	6	1	31
NEW HAMPSHIRE	33	11	2	116	13	175
NEW JERSEY	1,084	0	19	855	108	2,066
NEW MEXICO	49	1	0	42	17	109
NEW YORK	911	144	80	2,211	0	3,346
NORTH CAROLINA	96	10	14	235	117	481
NORTH DAKOTA	8	1	0	8	2	19
OHIO	122	9	3	148	117	399
OKLAHOMA	28	0	1	17	10	56
OREGON	84	14	0	34	57	189
PENNSYLVANIA	517	64	8	428	700	1,717
PUERTO RICO	0	0	1	2	0	3
RHODE ISLAND	29	0	8	73	19	129
SOUTH CAROLINA	86	44	16	150	116	412
SOUTH DAKOTA	0	31	1	17	47	96
TENNESSEE	5	1	0	24	19	49
TEXAS	267	300	0	583	0	1,160
UTAH	155	17	27	140	94	433
VERMONT	11	1	0	23	9	44
VIRGINIA	156	73	2	256	269	756
WASHINGTON	32	4	2	86	15	139
WEST VIRGINIA	49	4	0	53	22	128
WISCONSIN	755	0	5	159	148	1,056
WYOMING	18	0	0	16	7	41
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	5	1	6
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	2	2	5	4	0	13
U.S. & INSULAR AREAS	9,691	2,534	657	11,883	4,283	28,968
50 STATES, D.C. & P.R.	9,689	2,532	652	11,794	4,282	28,949

DATA AS OF OCTOBER 1, 1987.

Table 52

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1985-1986 BY REASON FOR EXIT

HARD OF HEARING & DEAF

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	24	13	1	2	2	42
ALASKA	10	0	0	1	2	13
ARIZONA	33	0	1	7	4	45
ARKANSAS	43	8	3	5	0	59
CALIFORNIA	41	55	0	84	124	304
COLORADO	36	1	0	8	9	54
CONNECTICUT	96	24	4	0	4	130
DELAWARE	3	3	0	0	0	6
DISTRICT OF COLUMBIA	2	1	0	0	0	3
FLORIDA	56	50	5	21	5	148
GEORGIA	29	13	0	6	0	48
HAWAII	14	11	3	3	5	36
IDAHO	10	0	0	1	0	11
ILLINOIS	183	1	11	31	0	226
INDIANA	46	3	1	7	8	65
IOWA	67	0	0	1	4	72
KANSAS	18	1	0	4	1	24
KENTUCKY	22	6	1	11	2	42
LOUISIANA	36	57	0	31	27	151
MAINE	13	9	8	18	0	48
MARYLAND	125	0	0	11	45	181
MASSACHUSETTS	0	71	4	28	4	107
MICHIGAN	81	15	0	15	0	111
MINNESOTA	72	6	0	2	-	80
MISSISSIPPI	11	13	0	4	0	28
MISSOURI	92	18	0	30	10	150
MONTANA	1	0	0	0	0	1
NEBRASKA	23	0	0	0	2	25
NEVADA	7	1	0	2	0	10
NEW HAMPSHIRE	11	1	3	4	1	20
NEW JERSEY	113	0	0	8	5	126
NEW MEXICO	14	7	0	2	0	23
NEW YORK	76	91	9	29	0	205
NORTH CAROLINA	51	9	4	5	4	73
NORTH DAKOTA	0	0	0	0	0	0
OHIO	110	0	3	7	6	126
OKLAHOMA	56	0	0	5	3	64
OREGON	13	2	0	3	3	21
PENNSYLVANIA	110	10	0	14	57	207
PUERTO RICO	7	4	11	7	5	34
RHODE ISLAND	12	0	1	1	3	17
SOUTH CAROLINA	52	46	0	14	6	118
SOUTH DAKOTA	0	7	1	1	0	9
TENNESSEE	1	2	0	3	5	11
TEXAS	79	112	0	24	0	215
UTAH	31	1	0	6	1	39
VERMONT	3	1	0	1	0	5
VIRGINIA	42	20	0	9	3	74
WASHINGTON	14	0	0	5	0	19
WEST VIRGINIA	14	0	0	1	1	16
WISCONSIN	43	0	0	3	3	49
WYOMING	5	1	0	1	0	7
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	2	0	0	0	0	2
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	0	2	3
U.S. & INSULAR AREAS	2,066	711	74	486	386	3,703
50 STATES, D.C. & P.R.	2,063	711	74	486	364	3,698

DATA AS OF OCTOBER 1, 1987.

Table 53

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1985-1986 BY REASON FOR EXIT

MULTIHANDICAPPED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	1	19	19	2	5	46
ALASKA	0	1	1	0	2	4
ARIZONA	16	18	8	4	4	42
ARKANSAS	9	9	1	4	0	23
CALIFORNIA	14	16	30	69	101	230
COLORADO	39	4	15	17	37	112
CONNECTICUT	17	13	5	0	9	44
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	1	0	0	1
FLORIDA	-	-	-	-	-	-
GEORGIA	-	-	-	-	-	-
HAWAII	0	2	2	0	8	12
IDAHO	1	1	1	0	0	3
ILLINOIS	-	-	-	-	-	-
INDIANA	9	27	14	14	17	81
IOWA	25	15	8	3	9	60
KANSAS	3	5	0	0	0	8
KENTUCKY	7	23	9	4	2	45
LOUISIANA	3	12	16	3	5	39
MAINE	9	19	16	1	0	45
MARYLAND	92	21	0	18	87	218
MASSACHUSETTS	0	112	6	46	9	173
MICHIGAN	0	0	0	0	0	0
MINNESOTA	-	-	-	-	-	-
MISSISSIPPI	0	3	2	0	0	5
MISSOURI	18	22	6	38	2	86
MONTANA	7	8	4	1	0	20
NEBRASKA	20	0	0	0	4	24
NEVADA	0	7	1	0	1	9
NEW HAMPSHIRE	3	1	4	1	0	9
NEW JERSEY	180	43	0	36	6	265
NEW MEXICO	12	2	0	5	2	21
NEW YORK	36	147	60	115	0	358
NORTH CAROLINA	7	21	19	13	11	71
NORTH DAKOTA	-	-	-	-	-	-
OHIO	66	56	52	9	20	203
OKLAHOMA	4	0	0	6	2	12
OREGON	-	-	-	-	-	-
PENNSYLVANIA	0	4	9	1	0	14
PUERTO RICO	0	0	8	17	0	25
RHODE ISLAND	0	0	0	0	1	1
SOUTH CAROLINA	0	2	10	4	2	18
SOUTH DAKOTA	0	3	13	1	3	20
TENNESSEE	0	0	0	0	1	1
TEXAS	5	74	0	18	0	97
UTAH	1	8	32	4	0	45
VERMONT	0	0	0	1	0	1
VIRGINIA	5	25	6	8	28	72
WASHINGTON	10	7	19	0	2	38
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	18	5	0	0	0	23
WYOMING	2	0	1	2	0	5
AMERICAN SAMOA	0	0	0	1	0	1
GUAM	1	0	0	0	0	1
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	2	1	0	0	3
U.S. & INSULAR AREAS	640	749	399	466	380	2,634
50 STATES, D.C. & P.R.	639	747	398	465	380	2,629

DATA AS OF OCTOBER 1, 1987.

Table 54

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1985-1986
BY REASON FOR EXIT

ORTHOPEDICALLY IMPAIRED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	12	5	1	3	1	22
ALASKA	0	2	0	0	0	2
ARIZONA	17	0	0	1	3	21
ARKANSAS	19	2	0	0	0	21
CALIFORNIA	35	47	23	89	132	326
COLORADO	12	2	0	3	5	22
CONNECTICUT	21	3	0	0	0	24
DELAWARE	1	0	3	0	0	4
DISTRICT OF COLUMBIA	0	3	1	0	0	4
FLORIDA	56	89	1	32	5	183
GEORGIA	13	1	1	7	0	22
HAWAII	7	6	1	2	4	20
IDAHO	6	3	0	0	0	9
ILLINOIS	155	3	15	23	0	196
INDIANA	20	2	0	4	3	29
IOWA	14	4	0	1	2	21
KANSAS	12	0	0	0	0	12
KENTUCKY	16	3	1	17	7	44
LOUISIANA	7	5	3	7	3	25
MAINE	12	6	1	1	0	20
MARYLAND	17	0	0	18	12	47
MASSACHUSETTS	0	56	3	23	5	87
MICHIGAN	83	6	0	10	0	99
MINNESOTA	62	20	0	-	-	82
MISSISSIPPI	12	4	6	7	0	29
MISSOURI	34	32	10	12	2	90
MONTANA	1	1	0	1	0	3
NEBRASKA	27	0	0	0	0	27
NEVADA	5	2	0	0	0	7
NEW HAMPSHIRE	3	0	0	0	0	3
NEW JERSEY	46	0	7	2	0	55
NEW MEXICO	11	1	0	1	0	13
NEW YORK	86	21	2	24	0	133
NORTH CAROLINA	26	19	1	3	1	50
NORTH DAKOTA	2	2	0	1	0	5
OHIO	239	7	10	33	0	289
OKLAHOMA	8	1	0	21	2	32
OREGON	127	0	0	6	10	143
PENNSYLVANIA	36	9	4	7	23	79
PUERTO RICO	5	4	0	0	0	9
RHODE ISLAND	4	0	4	1	1	10
SOUTH CAROLINA	11	32	1	0	10	54
SOUTH DAKOTA	0	3	2	0	1	6
TENNESSEE	2	1	0	1	2	6
TEXAS	68	79	0	18	0	165
UTAH	7	0	0	0	0	7
VERMONT	1	0	0	0	1	2
VIRGINIA	7	3	0	0	2	12
WASHINGTON	11	1	1	2	1	16
WEST VIRGINIA	6	0	0	3	3	12
WISCONSIN	40	0	0	0	0	40
WYOMING	4	0	0	0	0	4
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	0	2	2	0	0	4
U.S. & INSULAR AREAS	1,426	492	184	384	241	2,647
50 STATES, D.C. & P.R.	1,426	490	182	384	241	2,643

DATA AS OF OCTOBER 1, 1987.

Table 55

NUMBER OF STUDENTS 18 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1985-1986 BY REASON FOR EXIT

OTHER HEALTH IMPAIRED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	8	0	0	1	4	13
ALASKA	2	0	0	0	0	2
ARIZONA	46	3	0	8	31	90
ARKANSAS	0	1	0	1	1	3
CALIFORNIA	88	81	58	158	232	589
COLORADO	–	–	–	–	–	–
CONNECTICUT	77	3	5	2	10	97
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2	0	2
FLORIDA	63	5	6	50	37	170
GEORGIA	35	29	2	46	5	117
HAWAII	6	6	1	2	4	19
IDAHO	9	1	0	2	0	12
ILLINOIS	49	16	0	39	0	104
INDIANA	6	2	2	3	1	14
IOWA	0	0	0	0	0	0
KANSAS	5	2	0	1	0	8
KENTUCKY	10	0	0	6	2	18
LOUISIANA	5	7	1	3	10	26
MAINE	9	5	4	1	0	19
MARYLAND	19	0	0	7	7	33
MASSACHUSETTS	0	78	3	29	6	106
MICHIGAN	–	–	–	–	–	–
MINNESOTA	48	11	0	4	5	68
MISSISSIPPI	–	–	–	–	–	–
MISSOURI	24	4	0	12	0	40
MONTANA	42	2	1	15	1	61
NEBRASKA	–	–	–	–	–	–
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	5	0	0	5	0	10
NEW JERSEY	59	0	2	9	1	71
NEW MEXICO	3	1	1	1	2	8
NEW YORK	78	31	36	391	0	526
NORTH CAROLINA	19	18	2	6	4	47
NORTH DAKOTA	1	0	0	0	0	1
OHIO	–	–	–	–	–	–
OKLAHOMA	4	0	0	5	0	9
OREGON	107	5	0	5	10	127
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	1	0	1	10	0	12
RHODE ISLAND	13	0	0	8	6	27
SOUTH CAROLINA	2	4	4	0	0	10
SOUTH DAKOTA	0	13	0	1	11	25
TENNESSEE	2	1	0	7	27	37
TEXAS	107	132	0	80	0	379
UTAH	18	0	0	2	0	20
VERMONT	0	0	0	1	1	2
VIRGINIA	33	3	1	1	1	39
WASHINGTON	27	1	0	6	4	38
WEST VIRGINIA	1	0	0	0	0	1
WISCONSIN	31	0	0	2	3	36
WYOMING	6	0	0	0	0	6
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	–	–	–	–	–	–
TRUST TERRITORIES	–	–	–	–	–	–
VIRGIN ISLANDS	–	–	–	–	–	–
BUR. OF INDIAN AFFAIRS	0	1	2	0	0	3
U.S. & INSULAR AREAS	1,094	456	132	941	426	3,049
50 STATES, D.C. & P.R.	1,094	455	130	941	426	3,046

DATA AS OF OCTOBER 1, 1987.

Table 56

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1985-1986 BY REASON FOR EXIT

VISUALLY HANDICAPPED

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	25	4	1	3	0	33
ALASKA	5	0	0	0	1	6
ARIZONA	16	3	0	3	6	28
ARKANSAS	15	2	0	2	2	21
CALIFORNIA	12	16	9	23	44	104
COLORADO	14	0	0	2	0	16
CONNECTICUT	42	5	1	1	1	50
DELAWARE	0	0	9	7	2	24
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	19	7	1	1	3	31
GEORGIA	14	2	0	4	1	21
HAWAII	3	0	1	0	0	4
IDAHO	0	2	0	0	0	2
ILLINOIS	51	3	6	18	0	78
INDIANA	33	9	0	4	3	49
IOWA	8	2	0	0	1	11
KANSAS	15	1	0	4	2	22
KENTUCKY	17	0	1	4	0	22
LOUISIANA	20	9	1	6	14	50
MAINE	2	2	0	3	0	7
MARYLAND	19	0	0	9	52	80
MASSACHUSETTS	0	30	2	12	1	45
MICHIGAN	26	0	0	2	1	29
MINNESOTA	27	3	0	2	-	32
MISSISSIPPI	1	1	0	0	1	3
MISSOURI	24	8	0	0	0	32
MONTANA	1	1	0	0	0	2
NEBRASKA	8	0	0	0	0	8
NEVADA	2	0	0	0	0	2
NEW HAMPSHIRE	1	1	0	2	0	4
NEW JERSEY	30	0	2	0	0	32
NEW MEXICO	12	3	0	0	0	15
NEW YORK	40	2	5	12	0	59
NORTH CAROLINA	19	7	0	4	1	31
NORTH DAKOTA	3	0	0	1	0	4
OHIO	80	0	0	9	0	89
OKLAHOMA	56	1	0	9	8	74
OREGON	5	0	1	0	0	6
PENNSYLVANIA	55	6	1	4	19	85
PUERTO RICO	2	1	2	2	4	11
RHODE ISLAND	3	0	1	1	0	5
SOUTH CAROLINA	15	7	4	3	8	37
SOUTH DAKOTA	0	4	0	0	1	5
TENNESSEE	1	2	0	2	0	5
TEXAS	42	23	0	8	0	73
UTAH	7	0	0	1	0	8
VERMONT	3	0	0	1	1	5
VIRGINIA	30	7	0	8	1	46
WASHINGTON	7	0	0	2	1	10
WEST VIRGINIA	4	0	0	0	1	5
WISCONSIN	23	0	0	1	1	25
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	0	0	0	0	1
NORTHERN MARIANAS	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-
VIRGIN ISLANDS	-	-	-	-	-	-
BUR. OF INDIAN AFFAIRS	1	0	0	0	0	1
U.S. & INSULAR AREAS	865	174	48	188	181	1,448
50 STATES, D.C. & P.R.	863	174	48	188	181	1,446

DATA AS OF OCTOBER 1, 1987.

Table 57

NUMBER OF STUDENTS 16 YEARS AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1985-1986 BY REASON FOR EXIT

DEAF-BLIND

STATE	GRADUATION WITH DIPLOMA	GRADUATION THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER	TOTAL
ALABAMA	0	1	1	0	0	2
ALASKA	--	--	--	--	--	--
ARIZONA	0	0	0	0	0	0
ARKANSAS	0	1	0	0	0	1
CALIFORNIA	0	0	3	0	1	4
COLORADO	3	0	0	0	2	12
CONNECTICUT	1	2	1	0	0	4
DELAWARE	0	1	1	0	0	2
DISTRICT OF COLUMBIA	0	1	0	0	0	1
FLORIDA	0	3	1	0	0	4
GEORGIA	0	0	0	0	0	0
HAWAII	0	0	1	0	0	1
IDAHO	0	0	0	0	0	0
ILLINOIS	0	0	1	0	0	1
INDIANA	0	0	0	0	0	0
IOWA	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0
KENTUCKY	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	0
MAINE	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	0	0	0	0	0	0
MICHIGAN	0	0	0	0	0	0
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	0	0	0	0	0	0
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	0
NEW MEXICO	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	0
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0
OREGON	0	0	0	0	0	0
PENNSYLVANIA	0	10	2	0	0	12
PUERTO RICO	3	0	4	1	0	8
RHODE ISLAND	0	0	2	0	0	2
SOUTH CAROLINA	0	0	14	0	0	14
SOUTH DAKOTA	0	0	4	0	0	4
TENNESSEE	0	0	0	0	0	0
TEXAS	0	3	0	0	0	3
UTAH	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0
VIRGINIA	0	1	0	0	0	1
WASHINGTON	0	0	0	2	0	2
WEST VIRGINIA	0	0	0	0	1	1
WISCONSIN	5	0	0	0	0	5
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	0	0	0	0	1
NORTHERN MARIANAS	--	--	--	--	--	--
TRUST TERRITORIES	--	--	--	--	--	--
VIRGIN ISLANDS	--	--	--	--	--	--
BUR. OF INDIAN AFFAIRS	--	--	--	--	--	--
U.S. & INSULAR AREAS	32	70	57	13	9	181
50 STATES, D.C. & P.R.	31	70	57	13	9	180

DATA AS OF OCTOBER 1, 1987.

Table 58

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	COUNSELING/ GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDES	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES	VOCATIONAL/ TRAINING SERVICES
ALABAMA	1,809	791	45	28	194	168	439	617	662	86	2,321
ALASKA	184	14	3	5	8	6	35	28	11	12	112
ARIZONA	986	228	42	31	17	124	301	244	160	160	989
ARKANSAS	442	288	26	29	22	53	96	136	133	108	933
CALIFORNIA	3,195	3,042	1,327	286	286	916	1,162	1,084	1,015	781	7,528
COLORADO	529	48	16	20	6	122	68	158	216	212	1,047
CONNECTICUT	114	42	16	5	0	135	68	29	11	48	358
DELAWARE	210	120	7	0	16	16	77	32	61	37	460
DISTRICT OF COLUMBIA	3	48	0	0	0	1	36	36	41	0	41
FLORIDA	3,195	1,452	166	80	34	725	1,231	935	998	342	3,564
GEORGIA	536	197	28	0	0	36	138	138	138	138	966
HAWAII	150	150	48	26	146	17	138	138	138	138	966
IDAHO	170	81	17	0	0	17	17	17	138	138	431
ILLINOIS	2,137	138	138	138	138	138	138	138	138	138	966
INDIANA	1,553	138	138	138	138	138	1,553	138	1,553	138	2,139
IOWA	138	138	138	138	138	138	138	138	138	138	966
KANSAS	138	138	138	138	138	138	138	138	138	138	966
KENTUCKY	1,553	138	138	138	138	138	138	138	138	138	966
LOUISIANA	1,553	138	138	138	138	138	138	138	138	138	966
MAINE	1,553	138	138	138	138	138	138	138	138	138	966
MARYLAND	1,553	138	138	138	138	138	138	138	138	138	966
MASSACHUSETTS	1,553	138	138	138	138	138	138	138	138	138	966
MICHIGAN	1,553	138	138	138	138	138	138	138	138	138	966
MINNESOTA	1,553	138	138	138	138	138	138	138	138	138	966
MISSISSIPPI	1,553	138	138	138	138	138	138	138	138	138	966
MISSOURI	1,553	138	138	138	138	138	138	138	138	138	966
MONTANA	1,553	138	138	138	138	138	138	138	138	138	966
NEBRASKA	1,553	138	138	138	138	138	138	138	138	138	966
NEVADA	1,553	138	138	138	138	138	138	138	138	138	966
NEW HAMPSHIRE	1,553	138	138	138	138	138	138	138	138	138	966
NEW JERSEY	1,553	138	138	138	138	138	138	138	138	138	966
NEW MEXICO	1,553	138	138	138	138	138	138	138	138	138	966
NEW YORK	1,553	138	138	138	138	138	138	138	138	138	966
NORTH CAROLINA	1,553	138	138	138	138	138	138	138	138	138	966
NORTH DAKOTA	1,553	138	138	138	138	138	138	138	138	138	966
OHIO	1,553	138	138	138	138	138	138	138	138	138	966
OKLAHOMA	1,553	138	138	138	138	138	138	138	138	138	966
OREGON	1,553	138	138	138	138	138	138	138	138	138	966
PENNSYLVANIA	1,553	138	138	138	138	138	138	138	138	138	966
PUERTO RICO	1,553	138	138	138	138	138	138	138	138	138	966
RHODE ISLAND	1,553	138	138	138	138	138	138	138	138	138	966
SOUTH CAROLINA	1,553	138	138	138	138	138	138	138	138	138	966
SOUTH DAKOTA	1,553	138	138	138	138	138	138	138	138	138	966
TENNESSEE	1,553	138	138	138	138	138	138	138	138	138	966
TEXAS	1,553	138	138	138	138	138	138	138	138	138	966
UTAH	1,553	138	138	138	138	138	138	138	138	138	966
VERMONT	1,553	138	138	138	138	138	138	138	138	138	966
VIRGINIA	1,553	138	138	138	138	138	138	138	138	138	966
WASHINGTON	1,553	138	138	138	138	138	138	138	138	138	966
WEST VIRGINIA	1,553	138	138	138	138	138	138	138	138	138	966
WISCONSIN	1,553	138	138	138	138	138	138	138	138	138	966
WYOMING	1,553	138	138	138	138	138	138	138	138	138	966
AMERICAN SAMOA	1,553	138	138	138	138	138	138	138	138	138	966
GUAM	1,553	138	138	138	138	138	138	138	138	138	966
NORTHERN MARIANAS	1,553	138	138	138	138	138	138	138	138	138	966
TRUST TERRITORIES	1,553	138	138	138	138	138	138	138	138	138	966
VIRGIN ISLANDS	1,553	138	138	138	138	138	138	138	138	138	966
BUR. OF INDIAN AFFAIRS	145	12	2	4	0	4	74	121	28	8	155
U.S. & INSULAR AREAS	73,889	22,312	10,140	2,974	8,282	14,556	29,769	27,388	21,159	11,985	82,719
50 STATES, D.C. & P.R.	73,681	22,297	10,137	2,969	8,281	14,545	29,675	27,231	21,128	11,577	82,455

DATA AS OF OCTOBER 1, 1987.

Table 58 (continued)

NUMBER OF ANTICIPATED SERVICES NEEDED BY CHILDREN 16 YEARS AND OLDER LEAVING THE EDUCATIONAL SYSTEM DURING THE 1985-86 SCHOOL YEAR BY HANDICAPPING CONDITION

ALL CONDITIONS

STATE	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOYMENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,183	2,113	835	1,980	131	13,170	322
ALASKA	71	782	29	156	5	979	64
ARIZONA	569	548	314	796	79	5,979	248
ARKANSAS	293	984	248	340	38	3,672	300
CALIFORNIA	3,219	9,098	3,979	4,997	1,983	48,983	5,183
COLORADO	178	439	79	539	481	3,579	1,488
CONNECTICUT	15	329	0	134	52	1,298	0
DELAWARE	198	378	121	345	7	2,151	16
DISTRICT OF COLUMBIA	46	5	0	46	0	511	126
FLORIDA	2,319	3,146	1,638	2,998	98	29,398	782
GEORGIA	308	516	179	513	0	5,532	2,316
HAWAII	427	359	332	427	531	4,439	0
IDAHO	179	179	134	319	51	2,194	0
ILLINOIS	1,442	2,519	388	2,177	2,980	15,279	5,908
INDIANA	982	1,738	518	2,278	0	13,998	1,998
IOWA	1,178	1,178	441	1,178	172	5,827	1,178
KANSAS	140	980	196	980	196	4,200	140
KENTUCKY	1,111	1,111	1,111	1,111	1,111	5,555	1,111
LOUISIANA	116	1,160	1,160	1,160	116	5,800	116
MAINE	1,598	1,598	1,598	1,598	1,598	7,990	1,598
MARYLAND	1,000	1,000	1,000	1,000	1,000	5,000	1,000
MASSACHUSETTS	1,196	1,196	1,196	1,196	1,196	5,980	1,196
MICHIGAN	1,199	1,199	1,199	1,199	1,199	5,995	1,199
MINNESOTA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
MISSISSIPPI	1,196	1,196	1,196	1,196	1,196	5,980	1,196
MISSOURI	1,196	1,196	1,196	1,196	1,196	5,980	1,196
MONTANA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
NEBRASKA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
NEVADA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
NEW HAMPSHIRE	1,196	1,196	1,196	1,196	1,196	5,980	1,196
NEW JERSEY	1,196	1,196	1,196	1,196	1,196	5,980	1,196
NEW MEXICO	1,196	1,196	1,196	1,196	1,196	5,980	1,196
NEW YORK	1,196	1,196	1,196	1,196	1,196	5,980	1,196
NORTH CAROLINA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
NORTH DAKOTA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
OHIO	1,196	1,196	1,196	1,196	1,196	5,980	1,196
OKLAHOMA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
OREGON	1,196	1,196	1,196	1,196	1,196	5,980	1,196
PENNSYLVANIA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
PUERTO RICO	1,196	1,196	1,196	1,196	1,196	5,980	1,196
RHODE ISLAND	1,196	1,196	1,196	1,196	1,196	5,980	1,196
SOUTH CAROLINA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
SOUTH DAKOTA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
TENNESSEE	1,196	1,196	1,196	1,196	1,196	5,980	1,196
TEXAS	1,196	1,196	1,196	1,196	1,196	5,980	1,196
UTAH	1,196	1,196	1,196	1,196	1,196	5,980	1,196
VERMONT	1,196	1,196	1,196	1,196	1,196	5,980	1,196
VIRGINIA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
WASHINGTON	1,196	1,196	1,196	1,196	1,196	5,980	1,196
WEST VIRGINIA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
WISCONSIN	1,196	1,196	1,196	1,196	1,196	5,980	1,196
WYOMING	1,196	1,196	1,196	1,196	1,196	5,980	1,196
AMERICAN SAMOA	1,196	1,196	1,196	1,196	1,196	5,980	1,196
GUAM	1,196	1,196	1,196	1,196	1,196	5,980	1,196
NORTHERN MARIANAS	1,196	1,196	1,196	1,196	1,196	5,980	1,196
TRUST TERRITORIES	1,196	1,196	1,196	1,196	1,196	5,980	1,196
VIRGIN ISLANDS	1,196	1,196	1,196	1,196	1,196	5,980	1,196
BUR. OF INDIAN AFFAIRS	82	114	87	138	7	1,881	70
U.S. & INSULAR AREAS	38,851	73,983	31,347	66,896	8,931	523,881	58,889
50 STATES, D.C. & P.R.	38,838	73,678	31,254	65,834	8,924	522,324	58,799

DATA AS OF OCTOBER 1, 1987.

Section III. Awards

Special Education Annual Awards

The following organizations and agencies announced recipients of their annual awards recognizing service to exceptional persons. Awards were made during the period July 1, 1987 to June 30, 1988.

American Council on Rural Special Education (ACRES)

Award: ACRES Exemplary Rural Special Education Programs

Recipients: Maine's Collegial Support Network for Rural Special Educators, Augusta, Maine

Ponemah Elementary School, Ponemah, Minnesota

Southwestern Montana Educational Cooperative--Program for the Emotionally Disturbed, Deer Lodge, Montana

Greenwood School District #52--Preschool Program for Handicapped Children, Ninety Six, South Carolina

Southlake Special Services--Transition Program for Handicapped Youth, St. Maries, Idaho

Rural Child-Find Services Program, Ruidoso, New Mexico

Arlington Interagency Project, Arlington, Washington

Purpose of Award: To publicly recognize outstanding national rural special education programs in the following categories: Preservice; Inservice; Vocational Training and Transition; Interagency Collaboration; Research and Evaluation; Cross-cultural Services; Least Restrictive Environment; and Educational Technology.

American Physical Therapy Association(APTA)

Award: Dorothy E. Baethke - Eleanor J. Carlin Award for Excellence in Academic Teaching

Recipient: Katherine Shepard, Ph.D., Physical Therapist, Temple University, Philadelphia, Pennsylvania

Purpose of Award: To acknowledge individuals who have made significant contributions to physical therapy education through excellence in academic teaching as exemplified in the professional and teaching careers of Dorothy E. Baethke and Eleanor J. Carlin.

Award: Signe Brunnstrom Award for Excellence in Clinical Teaching

Recipient: Kathleen J. Manella, Physical Therapist, Pasadena, California

Purpose of Award: To acknowledge individuals who have made significant contributions to physical therapy clinical education through excellence in clinical teaching.

Award: Mary McMillan Scholarship Program

Recipients: Sheri L. Poffenbarger, Physical Therapist Assistant, Middletown, Ohio

Byron A. Smith, Physical Therapist, Miami, Florida

Jeffrey R. Bresnahan, Physical Therapist, Scranton, Pennsylvania

Tracy A. Byrne, Physical Therapist, Philadelphia, Pennsylvania

Tammy L. Sosolik, Physical Therapist, San Antonio, Texas

Laura D. Hill, Physical Therapist, Omaha, Nebraska

James T. McCracken, Physical Therapist, St. Louis, Missouri

Susan F. Summergrad, Physical Therapist, Lakewood, Ohio

William S. Quillen, Ph.D., Physical Therapist, Lt. Cmdr., USN, Charlottesville, Virginia

Mark Alan Anderson, Ph.D., Physical Therapist, Charlottesville, Virginia

Purpose of Award: To honor outstanding physical therapy students. The scholarship program contributes to the growth of physical therapy

as a profession by recognizing individuals with superior capabilities.

Association for Children and Adults with Learning Disabilities, Inc. (ACLD)

Award: Sam Kirk Outstanding Special Educator of the Year

Recipient: Blanche Leblanc, Educator/Teacher

Purpose of Award: To recognize an outstanding teacher, administrator, or other persons who share their educational expertise with students who have learning disabilities.

Association for Retarded Citizens (ARC)

Award: Educator of the Year

Recipient: Elva Duran, Professor of Special Education, University of Texas at El Paso

Purpose of Award: To recognize a university professor who has demonstrated excellence in the preparation of teachers of students with mental retardation.

Award: Teacher of the Year

Recipient: Susan M. Dillon, Spring Valley High School Vocational Teacher, Richland County School District II, South Carolina

Purpose of Award: To recognize a classroom teacher who has demonstrated excellence in teaching students with mental retardation.

The Council for Exceptional Children (CEC)

Award: 1988 J.E. Wallace Wallin Education of Handicapped Children Annual Award

Recipient: Willard Abraham, Professor, Department of Special Education, Arizona State University

Purpose of Award: To honor an individual who has made a significant contribution to the education of handicapped children in such areas as publications; research; development of new

concepts, approaches, or programs; new techniques for diagnosis or rehabilitation; improved psychological or educational evaluation procedures; improved administrative procedures; practical application of improved teaching devices; or dynamic leadership.

Award: 1988 Clarissa Hug Teacher of the Year Award

Recipient: M. Beth Langley, Teacher, Nina Harris Exceptional Student Center, Pinellas Park, Florida

Purpose of Award: The Hug Award is presented to a CEC member currently involved in direct teaching, provision of speech, language and hearing, or other related services to handicapped and/or gifted and talented students, in recognition of demonstrated exemplary performance, exhibiting such qualities as innovativeness, imagination, creativity, and ability to inspire.

Student CEC

Award: The Outstanding Student CEC Member of the Year

Recipient: Tammy Eilert, member of the Fort Hays State University Chapter #64

Purpose of Award: To honor a student member who has made extraordinary contributions to Student CEC and to exceptional children.

The Joseph P. Kennedy, Jr. Foundation

Award: 1988 Joseph P. Kennedy, Jr. Foundation Public Policy Fellow

Recipient: Mary Richardson, Director, National Resource Institute on Children and Youth with Handicaps and Chief, Administration, University Affiliated Facility, Child Development and MR Center, University of Washington

Purpose of Award: To provide potential leaders in the field of mental retardation with first-hand knowledge and experience in public policy and an introduction to the latest thinking in bioethics. This 1-year program provides opportunities in public policy decision-making, training, and practical experience in government through service on the staffs of

congressional committees, or in federal departments or agencies.

The Orton Dyslexia Society

Award: The Samuel T. Orton Award

Recipients: Alice A. Garside, Director of Teacher Training Program and Consultant to the Language Program at the Carroll School, Lincoln, Massachusetts

Lucius Waites, M.D., Medical Director, Child Development Division, Scottish Rite Hospital, Dallas, Texas

Purpose of Award: To recognize annually no more than two persons whose service to persons with dyslexia has been outstanding. When two awards are given, it is customary to honor one educator and one physician or researcher.

The Association for Persons with Severe Handicaps (TASH)

Award: Alice H. Hayden Award

Recipient: Kathleen Gee, San Francisco State University

Purpose of Award: To recognize an outstanding doctoral student in special education or a related field of education. Candidates must demonstrate a continuing desire to work with people who experience severe disabilities, in accordance with the values and goals of TASH. They must also show evidence of leadership potential, either through good grades, active involvement in professional and/or advocacy organizations, and/or a history of committed efforts on behalf of persons with severe disabilities.

Award: Media Award (Film)

Recipient: NBC Network News of Miami, Florida

Purpose of Award: To recognize excellence in media presentations regarding issues that impact the lives of people with severe disabilities. Criteria are: communicates information about severe disabilities; raises awareness of consciousness about severe disability issues; promotes positive change for people with

severe disabilities; disseminates information to large numbers of people and/or groups not typically reached; quality of presentation; accuracy of information; meaningfulness/importance of subject matter; realistic portrayal of severe disabilities; use of appropriate language and imagery; reaches a public, not just a professional or specialized audience; is not a media project developed by an agency or organization for promotional purposes.

Award: Distinguished Parent Award

Recipients: Bob and Lynda Atherton, Illinois

Linda Brown, Wisconsin

Mary Ann Becker-Duncan, Oklahoma

Francoise Falcone, New York

Mary Yaris, Missouri

Purpose of Award: To recognize the accomplishments of parents of children with severe disabilities who are not professionals in the disabilities field. Specifically recognizes parents who have made outstanding efforts to assist their child(ren) in living a full life in nonsegregated educational and work settings. In addition, these parents have contributed to the lives of other children with disabilities.

Award: Extended Family/Community Integration Award

Recipients: Ruth Cope and Don Healey, Alberta, Canada

Virginia Hilty, Florida

Jewish Community Center, Minnesota

Award: Five Year Exhibit Award

Recipient: "Hands On" Teaching Materials, Human Policy Press, Adaptive Communication Systems, Inc.

Section IV. Directory Information

United States Congress Committees Related to the Handicapped

Office of Special Education Programs

The Council for Exceptional Children

- Headquarters
- Executive Committee
- Divisions
- The Canadian Council for Exceptional Children

United States State Directors of Special Education

United States Coordinators of Programs for the Gifted and Talented

Canadian Senior Government Officials in Special Education

Subcommittee on Labor, HHS & Education
of the
House Committee on Appropriations

(100th Congress - 2nd Session)

Jurisdiction: Appropriations for programs administered by the Departments of Education, Labor, and Health and Human Services

Democrats (8)

Room		Telephone
2333 RHOB	William H. Natcher, Chairman (Ky.)	225-3501
2373 RHOB	Neal Smith (Iowa)	225-4426
2217 RHOB	David R. Obey (Wisc.)	225-3365
2211 RHOB	Edward R. Roybal (Calif.)	225-6235
2304 RHOB	Louis Stokes (Ohio)	225-7032
2349 RHOB	Joseph D. Early (Mass.)	225-6101
404 CHOB	Bernard J. Dwyer (N.J.)	225-6301
1513 LHOB	Steny Hoyer (Md.)	225-4131

Republicans (5)

2300 RHOB	Silvio Conte, Ranking (Mass.)	225-5335
1414 LHOB	Carl D. Pursell (Mich.)	225-4401
1131 LHOB	John E. Porter (Ill.)	225-4835
2407 RHOB	C. W. Bill Young (Fla.)	225-5961
106 CHOB	Vin Weber (Minn.)*	225-2331

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-3508

*New member.

House Committee on Education and Labor
(100th Congress - 2nd Session)

Jurisdiction: Education and labor in general.

Democrats (21)

Room		Telephone
2371 RHOB	Augustus F. Hawkins, Chairman (Calif.)	225-2201
239 CHOB	William D. Ford (Mich.)	225-6261
2186 RHOB	Joseph M. Gaydos (Pa.)	225-4631
2470 RHOB	William L. Clay (Mo.)	225-2406
2428 RHOB	Mario Biaggi (N.Y.)	225-2464
2210 RHOB	Austin J. Murphy (Pa.)	225-4665
2432 RHOB	Dale E. Kildee (Mich.)	225-3611
2457 RHOB	Pat Williams (Mont.)	225-3211
430 CHOB	Matthew G. Martinez (Calif.)	225-5464
114 CHOB	Major R. Owens (N.Y.)	225-6231
1028 LHOB	Charles A. Hayes (Ill.)	225-4372
1004 LHOB	Carl C. Perkins (Ky.)	225-4935
1338 LHOB	Tom Sawyer (Ohio)*	225-5231
1536 LHOB	Stephen J. Solarz (N.Y.)	225-2361
1508 LHOB	Robert Wise (W. Va.)*	225-2711
501 CHOB	Timothy J. Penny (Minn.)	225-2472
325 CHOB	Bill Richardson (N.M.)*	225-6190
1541 LHOB	Tommy Robinson (Ark.)*	225-2506
1632 LHOB	Peter J. Visclosky (Ind.)*	225-2461
1429 LHOB	Chester Atkins (Mass.)*	225-3411
1005 LHOB	Jim Jontz (Ind.)*	225-5037

Republicans (13)

2431 RHOB	James M. Jeffords (Vt.)	225-4115
2263 RHOB	William F. Goodling (Pa.)	225-5836
2344 RHOB	E. Thomas Coleman (Mo.)	225-7041
1024 LHOB	Thomas E. Petri (Wisc.)	225-2476
303 CHOB	Marge Roukema (N.J.)	225-4465
227 CHOB	Steve Gunderson (Wisc.)	225-5506
1709 LHOB	Steve Bartlett (Tex.)	225-4201
2244 RHOB	Thomas J. Tauke (Iowa)	225-2911
514 CHOB	Richard K. Armey (Tex.)	225-7772
511 CHOB	Harris W. Fawell (Ill.)	225-3515
502 CHOB	Paul B. Henry (Mich.)	225-3831
1711 LHOB	Fred Grandy (Iowa)*	225-5476
116 CHOB	Cass Ballenger (N.C.)*	225-2576

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-4527

*New member.

Subcommittee on Select Education
of the
House Education and Labor Committee

(100th Congress - 2nd Session)

Jurisdiction: Handicapped education (i.e., P.L. 94-142 and other EHA programs), rehabilitation programs, National Institute of Handicapped Research, and other select education programs (i.e., National Institute of Education, Child Abuse, Foster Grandparents).

Democrats (3)

Room		Telephone
114 CHOB	Major Owens (N.Y.), Chairman*	225-6231
2457 RHOB	Pat Williams (Mont.)	225-3211
2428 RHOB	Mario Biaggi (N.Y.)	225-2464

Republicans (1)

1709 LHOB	Steve Bartlett (Tex.)	225-4201

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7532

*New member.

Subcommittee on Elementary, Secondary and Vocational Education
of the
House Education and Labor Committee

(100th Congress - 2nd Session)

Jurisdiction: Chapters One and Two (formerly ESEA), impact aid, vocational education, adult education, P.L. 89-313 program.

Democrats (15)

Room		Telephone
2371 RHOB	Augustus F. Hawkins (Calif.), Chairman	225-2201
239 CHOB	William D. Ford (Mich.)	225-6261
2432 RHOB	Dale E. Kildee (Mich.)	225-3611
2457 RHOB	Pat Williams (Mont.)	225-3211
430 CHOB	Matthew Martinez (Calif.)*	225-5464
1004 LHOB	Carl C. Perkins (Ky.)	225-4935
2428 RHOB	Mario Biaggi (N.Y.)*	225-2464
1028 LHOB	Charles Hayes (Ill.)*	225-4372
1338 LHOB	Tom Sawyer (Ohio)*	225-5231
1536 LHOB	Stephen Solarz (N.Y.)*	225-2361
1421 LHOB	Robert Wise (W. Va.)*	225-2711
332 CHOB	Bill Richardson (N.M.)*	225-6190
1541 LHOB	Tommy Robinson (Ark.)*	225-2506
420 CHOB	Peter Visclosky (Ind.)*	225-2461
1429 LHOB	Chester Atkins (Mass.)*	225-3411

Republicans (8)

2263 RHOB	William F. Goodling (Pa.), Chairman	225-5836
1709 LHOB	Steve Bartlett (Tex.)*	225-4201
511 CHOB	Harris W. Fawell (Ill.)	225-3515
502 CHOB	Paul Henry (Mich.)*	225-3831
1711 LHOB	Frea Grandy (Iowa)*	225-5476
1709 LHOB	Steve Gunderson (Wisc.)	225-5506
1024 LHOB	Tom Petri (Wisc.)*	225-2476
303 CHOB	Marge Roukema (N.J.)*	225-4465

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-4368

*New member.

House Budget Committee
(100th Congress - 2nd Session)

Jurisdiction: Budget for all federal agencies.

Democrats (21)

Room		Telephone
204 CHOB	William H. Gray, Ill, Chairman (Pa.)	225-4001
1201 LHOB	Thomas Foley (Wash.)*	225-2006
2454 RHOB	Mike Lowry (Wash.)	225-3106
201 CHOB	Butler Derrick (S.C.)	225-5301
2228 RHOB	George Miller (Calif.)	225-2095
2457 RHOB	Pat Williams (Mont.)	225-3211
1527 LHOB	Howard Wolpe (Mich.)	225-5011
1238 LHOB	Martin Frost (Tex.)	225-3605
1421 LHOB	Vic Fazio (Calif.)	225-5716
2233 RHOB	Marty Russo (Ill.)	225-5736
217 CHOB	Ed Jenkins (Ga.)	225-5211
336 CHOB	Marvin Leath (Tex.)	225-6105
126 CHOB	Charles Schumer (N.Y.)	225-6616
315 CHOB	Barbara Boxer (Calif.)	225-5161
503 CHOB	Buddy MacKay (Fla.)	225-5744
1431 LHOB	James Slattery (Kansas)	225-6601
1429 LHOB	Chester Atkins (Mass.)	225-3411
2351 RHOB	James Oberstar (Minn.)*	225-6211
2458 RHOB	Frank Guarini (N.J.)*	225-2765
417 CHOB	Richard Durbin (Ill.)*	225-5271
216 CHOB	Mike Espy (Miss.)*	225-5876

Republicans (14)

2309 RHOB	Delbert L. Latta, Ranking (Ohio)	225-6405
2311 RHOB	Willis D. Gradison, Jr. (Ohio)	225-3164
504 CHOB	Connie Mack III (Fla.)	225-2536
2263 RHOB	William Goodling (Pa.)	225-5836
1213 LHOB	Denny Smith (Oreg.)	225-5711
124 CHOB	Beau Boulter (Tex.)	225-3706
2434 RHOB	Mickey Edwards (Okla.)*	225-2132
324 CHOB	William M. Thomas (Calif.)*	225-2915
206 CHOB	Harold Rogers (Ky.)*	225-4601
230 CHOB	Don Sundquist (Tenn)*	225-2811
119 CHOB	Nancy Johnson (Conn.)*	225-4476
514 CHOB	Dick Armey (Tex.)*	225-7772
502 CHOB	Jack Buechner (Mo.)*	225-2561
1217 LHOB	Amory Houghton (N.Y.)*	225-3161

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7200

*New member.

House Appropriations Committee
(100th Congress - 2nd Session)

Jurisdiction: All appropriations.

Democrats (35)

Room			Telephone
2314	RHOB	Jamie L. Whitten, Chairman (Miss.)	225-4306
2426	RHOB	Edward P. Boland (Mass.)	225-5601
2333	RHOB	William H. Natcher (Ky.)	225-3501
2373	RHOB	Neal Smith (Iowa)	225-4426
2365	RHOB	Joseph Addabbo (N.Y.)	225-3461
2234	RHOB	Sidney R. Yates (Ill.)	225-2111
2217	RHOB	David R. Obey (Wisc.)	225-3365
2211	RHOB	Edward R. Roybal (Calif.)	225-6235
2465	RHOB	Louis Stokes (Ohio)	225-7032
2302	RHOB	Tom Bevill (Ala.)	225-4876
2468	RHOB	Bill Chappell, Jr. (Fla.)	225-4035
233	CHOB	Bill Alexander (Ark.)	225-4076
2423	RHOB	John. P. Murtha (Pa.)	225-2065
2448	RHOB	Bob Traxler (Mich.)	225-2806
2349	RHOB	Joseph D. Early (Mass.)	225-6101
2265	RHOB	Charles Wilson (Tex.)	225-2401
2353	RHOB	Lindy Boggs (La.)	225-6636
2429	RHOB	Norman D. Dicks (Wash.)	225-5916
2335	RHOB	Matthew F. McHugh (N.Y.)	225-6335
2347	RHOB	William Lehman (Fla.)	225-4211
436	CHOB	Martin Olav Sabo (Minn.)	225-4755
423	CHOB	Julian C. Dixon (Calif.)	225-7084
1421	LHOB	Vic Fazio (Calif.)	225-5716
2161	RHOB	W. G. (Bill) Hefner (N.C.)	225-3715
2159	RHOB	Les AuCoin (Oreg.)	225-0855
2301	RHOB	Daniel K. Akaka (Hawaii)	225-4906
2440	RHOB	Wes W. Watkins (Okla.)	225-4565
204	CHOB	William H. Gray, III. (Pa.)	225-4001
404	CHOB	Bernard J. Dwyer (N.J.)	225-6301
107	CHOB	William H. Boner (Tenn.)	225-4361
1513	LHOB	Steny Hoyer (Md.)	225-4131
2439	RHOB	Bob Carr (Mich.)	225-4872
509	CHOB	Robert J. Mrazek (N.Y.)	225-5956
417	CHOB	Richard J. Durbin (Ill.)	225-5271
416	CHOB	Ronald D. Coleman (Tex.)	225-4831

Republicans (22)

2300 RHOB	Silvio Conte, Ranking (Mass.)	225-5335
2370 RHOB	Joseph M. McDade (Pa.)	225-3731
2372 RHOB	John T. Myers (Ind.)	225-5805
2208 RHOB	Clarence E. Miller (Ohio)	225-5131
2467 RHOB	Lawrence Couglin (Pa.)	225-6111
2266 RHOB	C. W. Bill Young (Fla.)	225-5961
2252 RHOB	Jack F. Kemp (N.Y.)	225-5265
2209 RHOB	Ralph Regula (Ohio)	225-3876
2202 RHOB	Virginia Smith (Neb.)	225-6435
1414 LHOB	Carl D. Pursell (Mich.)	225-4401
2434 RHOB	Mickey Edwards (Okla.)	225-2132
306 CHOB	Bob Livingston (La.)	225-3015
1110 LHOB	Bill Green (N.Y.)	225-2436
326 CHOB	Jerry Lewis (Calif.)	225-5861
1530 LHOB	John E. Porter (Ill.)	225-4835
1028 LHOB	Harold Rogers (Ky.)	225-4601
1007 LHOB	Joe Skeen (N.M.)	225-2365
130 CHOB	Frank R. Wolf (Va.)	225-5136
1440 LHOB	Bill Lowrey (Calif.)	225-3201
106 CHOB	Vin Weber (Minn.)*	225-2331
1039 LHOB	Tom DeLay (Tex.)*	225-5951
1222 LHOB	Jim Kolbe (Ariz.)*	225-2542

Abbreviations: RHOB - Rayburn House Office Building
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CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard nummber: 224-3121
Committee number: 226-2771

*New member.

Postsecondary Education Subcommittee

(100th Congress - 2nd Session)

Jurisdiction: Higher Education Act; including student assistance, teacher training, assistance to higher education institutions for building continuing post-secondary education, and the Library Service Act.

Democrats (9)

Room		Telephone
2457 RHOB	Pat Williams, Chairman (Mont.)	225-3211
239 CHOB	William Ford (Mich.)	225-6261
114 CHOB	Major Owens (N.Y.)	225-6231
1028 LHOB	Charles Hayes (Ill.)	225-4372
1004 LHOB	Carl Perkins (Ky.)	225-4935
2186 RHOB	Joseph Gaydos (Pa.)	225-4631
430 CHOB	Matthew Martinez (Calif.)*	225-5464
1541 LHOB	Tommy Robinson (Ark.)*	225-2506
1429 LHOB	Chester Atkins (Mass.)	225-3411

Republicans (5)

2344 RHOB	E. Thomas Coleman (Mo.)	225-7041
2263 RHOB	William Goodling (Pa.)	225-5836
303 CHOB	Marge Roukema (N.J.)	225-4465
2244 RHOB	Tom Tauke (Iowa)	225-2911
514 CHOB	Richard Armey (Tex.)*	225-7772

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7532

*New member.

House Select Committee on
Children, Youth and Families
(100th Congress - 2nd Session)

Jurisdiction: Study and review the problems of children, youth and families, and to develop policies to encourage the coordination of government and private programs. The Committee does not have legislative jurisdiction.

Democrats (18)

Room		Telephone
2422 RHOB	George Miller, Chairman (Calif.)	225-2095
2347 RHOB	William Lehman (Fla.)	225-4211
2410 RHOB	Patricia Schroeder (Colo.)	225-4431
2353 RHOB	Lindy Boggs (Mrs. Hale) (La.)	225-6636
2335 RHOB	Matthew F. McHugh (N.Y.)	225-6335
2442 RHOB	Ted Weiss (N.Y.)	225-5635
1117 LHOB	Beryl Anthony, Jr. (Ark.)	225-3773
1517 LHOB	Barbara Boxer (Calif.)	225-5161
323 CHOB	Sander M. Levin (Mich.)	225-4961
437 CHOB	Bruce A. Morrison (Conn.)	225-3661
513 CHOB	J. Roy Rowland (Ga.)	225-6531
414 CHOB	Gerry Sikorski (Minn.)	225-2271
1609 LHOB	Alan Wheat (Mo.)	225-4535
1714 LHOB	Matthew G. Martinez (Calif.)	225-5464
328 CHOB	Lane Evans (Ill.)	225-5905
417 CHOB	Richard Durbin (Ill.)*	225-5271
1338 LHOB	Tom Sawyer (Ohio)*	225-5231
1723 LHOB	David Skaggs (Colo.)*	225-2161

Republicans (12)

1417 LHOB	Dan Coats (Ind.)	225-4436
213 CHOB	Thomas J. Bliley, Jr. (Va.)	225-2815
130 CHOB	Frank R. Wolf (Va.)	225-5136
119 CHOB	Nancy L. Johnson (Conn.)	225-4476
507 CHOB	Barbara F. Vucanovich (Nev.)	225-6155
2252 RHOB	Jack Kemp (N.Y.)*	225-5265
229 CHOB	George Wortley (N.Y.)*	225-3701
316 CHOB	Ron Packard (Ca.)*	225-3906
124 CHOB	Beau Boulter (Tex.)*	225-3706
124 CHOB	Jay Hastert (Ill.)*	225-2976
515 CHOB	Clyde Holloway (La.)*	225-4926
1711 LHOB	Fred Grandy (Iowa)*	225-5476

Abbreviations: RHOB - Rayburn House Office Building
LHOB - Longworth House Office Building
CHOB - Cannon House Office Building

Zip code for House: 20515
Area code for House: 202
Main Capitol switchboard number: 224-3121
Committee number: 226-7660

*New member.

Senate Budget Committee

(100th Congress - 2nd Session)

Jurisdiction: Federal Budget, all agencies.

Democrats (13)

Room			Telephone
250	SROB	Lawton Chiles, Chairman (Fla.)	224-5274
125	SROB	Ernest F. Hollings (S.C.)	224-6121
136	SHOB	J. Bennett Johnston (La.)	224-5824
298	SROB	Jim Sasser (Tenn.)	224-3344
105	SDOB	Donald W. Riegle (Mich.)	224-4822
330	SHOB	J. James Exon (Neb.)	224-4224
717	SHOB	Frank R. Lautenberg (N.J.)	224-4744
462	SDOB	Paul Simon (Ill.)*	224-2152
716	SHOB	Terry Sanford (N.C.)*	224-3154
237	SROB	Timothy Wirth (Colo.)*	224-5852
320	SHOB	Wyche Fowler (Ga.)*	224-3643
825A	SHOB	Kent Conrad (N. Dak.)*	224-2043
324	SHOB	Christopher Dodd (Conn.)*	224-2823

Republicans (11)

434	SDOB	Pete V. Domenici, Ranking (N.M.)	224-6621
528	SHOB	William L. Armstrong (Colo.)	224-5941
302	SROB	Nancy L. Kassebaum (Kansas)	224-4774
506	SHOB	Rudy Boschwitz (Minn.)	224-5641
509	SHOB	Steven D. Symms (Idaho)	224-6142
135	SHOB	Charles E. Grassley (Iowa)	224-3744
110	SHOB	Robert W. Kasten, Jr. (Wisc.)	224-5323
524	SHOB	Dan Quayle (Ind.)	224-5623
497	SROB	John C. Danforth (Mo.)	224-6154
713	SHOB	Don Nickles (Okla.)*	224-5754
530	SHOB	Warren Rudman (N.H.)*	224-3324

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 225-0642

*New member.

Senate Committee on Appropriations
(100th Congress - 2nd Session)

Jurisdiction: All appropriations.

Democrats (16)

Room			Telephone
205	SROB	John C. Stennis, Chairman (Miss.)	224-6253
311	SHOB	Robert C. Byrd (W. Va.)	224-3954
530	SDOB	William Proxmire (Wisc.)	224-5653
722	SHOB	Daniel K. Inouye (Hawaii)	224-3934
125	SROB	Ernest F. Hollings (S.C.)	224-6121
250	SROB	Lawton Chiles (Fla.)	224-5274
136	SHOB	J. Bennett Johnston (La.)	224-5824
511	SHOB	Quentin N. Burdick (N.D.)	224-2551
433	SROB	Patrick J. Leahy (Vt.)	224-4242
298	SROB	Jim Sasser (Tenn.)	224-3344
328	SHOB	Dennis DeConcini (Ariz.)	224-4521
229	SDOB	Dale L. Bumpers (Ark.)	224-4843
717	SHOB	Frank R. Lautenberg (N.J.)	224-4744
317	SHOB	Tom Harkin (Iowa)	224-3254
387	SROB	Barbara Mikulski (Md.)*	224-4654
708	SHOB	Harry Reid (Nev.)*	224-3542

Republicans (13)

711	SHOB	Mark O. Hatfield, Ranking (Ore.)	224-3753
522	SHOB	Ted Stevens (Alaska)	224-3004
303	SHOB	Lowell P. Weicker (Conn.)	224-4041
361	SDOB	James A. McClure (Idaho)	224-2752
505	SDOB	Jack Garn (Utah)	224-5444
326	SROB	Thad Cochran (Miss.)	224-5054
110	SHOB	Bob Kasten (Wisc.)	224-5323
520	SHOB	Alfonse M. D'Amato (N.Y.)	224-6542
530	SHOB	Warren Rudman (N.H.)	224-3324
331	SHOB	Arlen Specter (Pa.)	224-4254
434	SDOB	Pete Domenici (N.M.)	224-6621
135	SHOB	Charles Grassley (Iowa)*	224-3744
713	SHOB	Don Nickles (Okla.)*	224-5754

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-7236

*New member.

Subcommittee on Labor, HHS, Education, and Related Agencies
of the
Senate Committee on Appropriations

(100th Congress - 2nd Session)

Jurisdiction: Appropriations for programs administered by the Departments of Labor, Health and Human Services, and Education

Democrats (8)

Room			Telephone
250	SROB	Lawton Chiles, Chairman (Fla.)	224-5274
311	SHOB	Robert C. Byrd (W. Va.)	224-3954
530	SDOB	William Proxmire (Wisc.)	224-5653
125	SROB	Ernest F. Hollings (S.C.)	224-6121
511	SHOB	Quentin N. Burdick (N.D.)	224-2551
722	SHOB	Daniel K. Inouye (Hawaii)	224-3934
317	SHOB	Tom Harkin (Iowa)	224-3254
229	SDOB	Dale Bumpers (Ark.)*	224-4843

Republicans (7)

303	SHOB	Lowell P. Weicker, Ranking (Conn.)	224-4041
711	SHOB	Mark O. Hatfield (Ore.)	224-3753
522	SHOB	Ted Stevens (Alaska)	224-3004
530	SHOB	Warren Rudman (N.H.)	224-3324
331	SHOB	Arlen Specter (Pa.)	224-4254
361	SDOB	James McClure (Idaho)	224-2752
434	SDOB	Pete V. Domenici (N.M.)	224-6621

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-7283

*New member.

Senate Committee on Labor and Human Resources

(100th Congress - 2nd Session)

Jurisdiction: Education and labor legislation.

Democrats (9)

Room			Telephone
113	SROB	Edward M. Kennedy, Chairman (Mass.)	224-4543
335	SROB	Claiborne Pell (R.I.)	224-4642
363	SROB	Howard M. Metzenbaum (Ohio)	224-2315
109	SHOB	Spark M. Matsunaga (Hawaii)	224-6361
324	SHOB	Christopher J. Dodd (Conn.)	224-2823
462	SDOB	Paul Simon (Ill.)	224-2152
317	SHOB	Tom Harkin (Iowa)*	224-3254
513	SHOB	Brock Adams (Wa.)*	224-2621
387	SROB	Barbara Mikulski (Md.)*	224-4654

Republicans (7)

135	SROB	Orrin G. Hatch, Ranking (Utah)	224-5251
133	SHOB	Robert T. Stafford (Vt.)	224-5141
524	SHOB	Dan Quayle (Ind.)	224-5623
218	SROB	Strom Thurmond (S.C.)	224-5972
303	SHOB	Lowell P. Weicker (Conn.)	224-4041
326	SROB	Thad Cochran (Miss.)*	224-5054
531	SHOB	Gordon Humphrey (N.H.)*	224-2841

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-5375

*New member.

Subcommittee on the Handicapped
of the
Senate Labor and Human Resources Committee

(100th Congress - 2nd Session)

Jurisdiction: Handicapped education (i.e., P.L. 94-142 and other EHA programs), developmental disability programs, and rehabilitation programs.

Democrats (4)

Room			Telephone
120	SROB	Tom Harkin, Chairman (Iowa)*	224-3254
363	SROB	Howard M. Metzenbaum (Ohio)*	224-2315
462	SDOB	Paul Simon (Ill.)	224-2152
513	SHOB	Brock Adams (Wa.)*	224-2621
113	SROB	Edward M. Kennedy (Mass.) (Ex-officio)	224-4543

Republicans (3)

303	SHOB	Lowell P. Weicker, Ranking (Conn.)	224-4041
133	SHOB	Robert T. Stafford (Vt.)	224-5141
326	SROB	Thad Cochran (Miss.)*	224-5054
135	SROB	Orrin G. Hatch (Utah) (Ex-officio)	224-5251

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-6265

*New member.

Subcommittee on Education, Arts and the Humanities
of the
Senate Labor and Human Resources Committee

(100th Congress - 2nd Session)

Jurisdiction: Chapters One and Two (formerly ESEA), impact aid, vocational education, P.L. 89-313.

Democrats (6)

Room		Telephone
335 SROB	Claiborne Pell, Chairman (R.I.)	224-4642
363 SROB	Howard M. Metzenbaum (Ohio)*	224-2315
109 SHOB	Spark M. Matsunaga (Hawaii)	224-6361
324 SHOB	Christopher J. Dodd (Conn.)	224-2823
462 SDOB	Paul Simon (Ill.)	224-2152
387 SROB	Barbara Mikulski (Md.)*	224-4654

Republicans (5)

113 SHOB	Robert T. Staffard, Ranking (Vt.)	224-5141
135 SROB	Orrin G. Hatch (Utah)	224-5251
524 SHOB	Dan Quayle (Ind.)	224-5623
303 SHOB	Lowell P. Weicker (Conn.)	224-4041
218 SROB	Strom Thurmond (S.C.)	224-5972

Abbreviations: SDOB - Senate Dirksen Office Building
SROB - Senate Russell Office Building
SHOB - Senate Hart Office Building

Zip code for the Senate: 20510
Area code for the Senate: 202
Main Capitol switchboard number: 224-3121
Committee number: 224-2962

*New member.

Figure 2

Organizational Chart

Office of Special Education and Rehabiitative Services

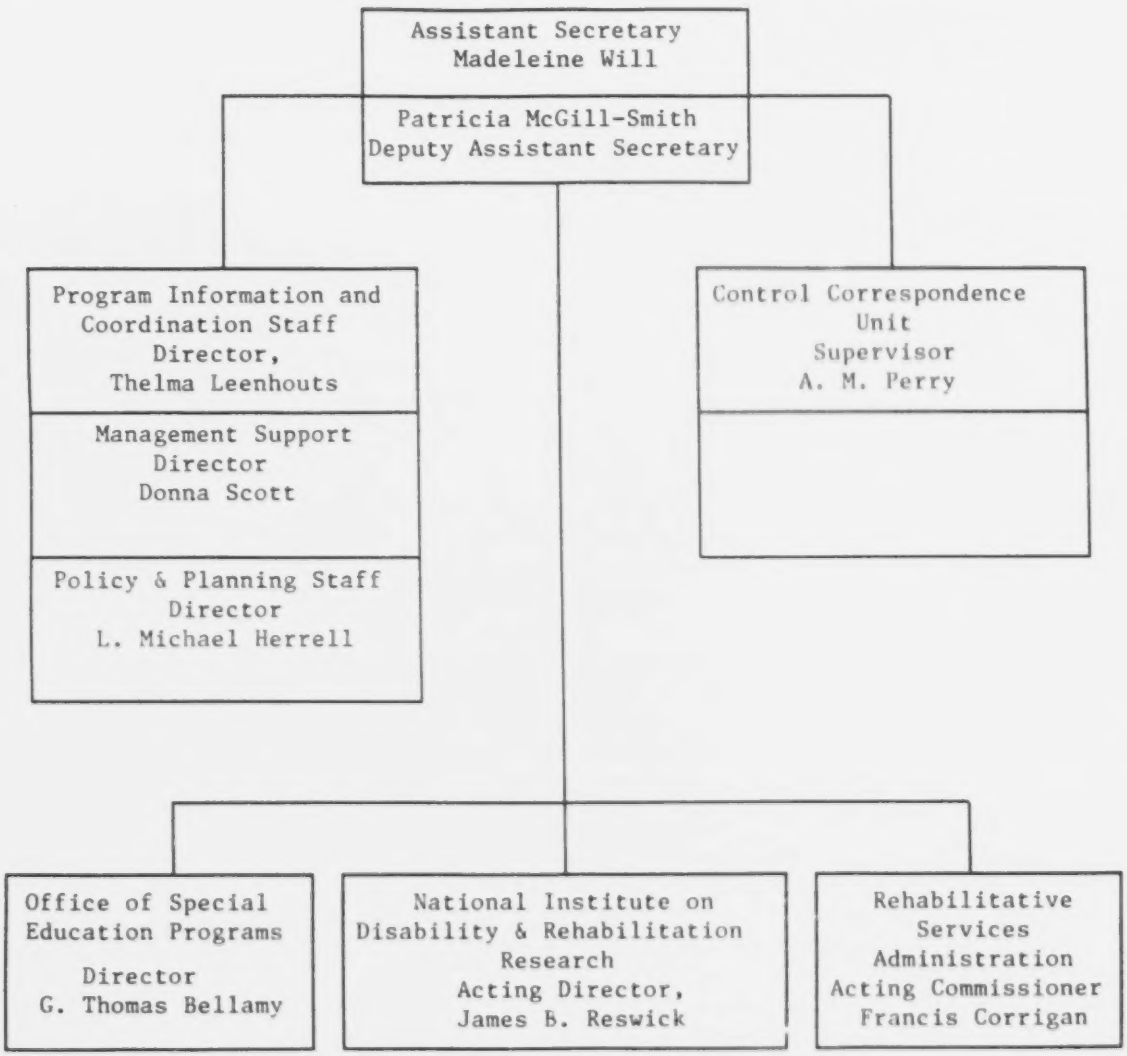

Figure 3

Office of Special Education Programs
400 Maryland Avenue, S.W., Switzer Bldg. 3511-2313, Washington, D.C. 20202

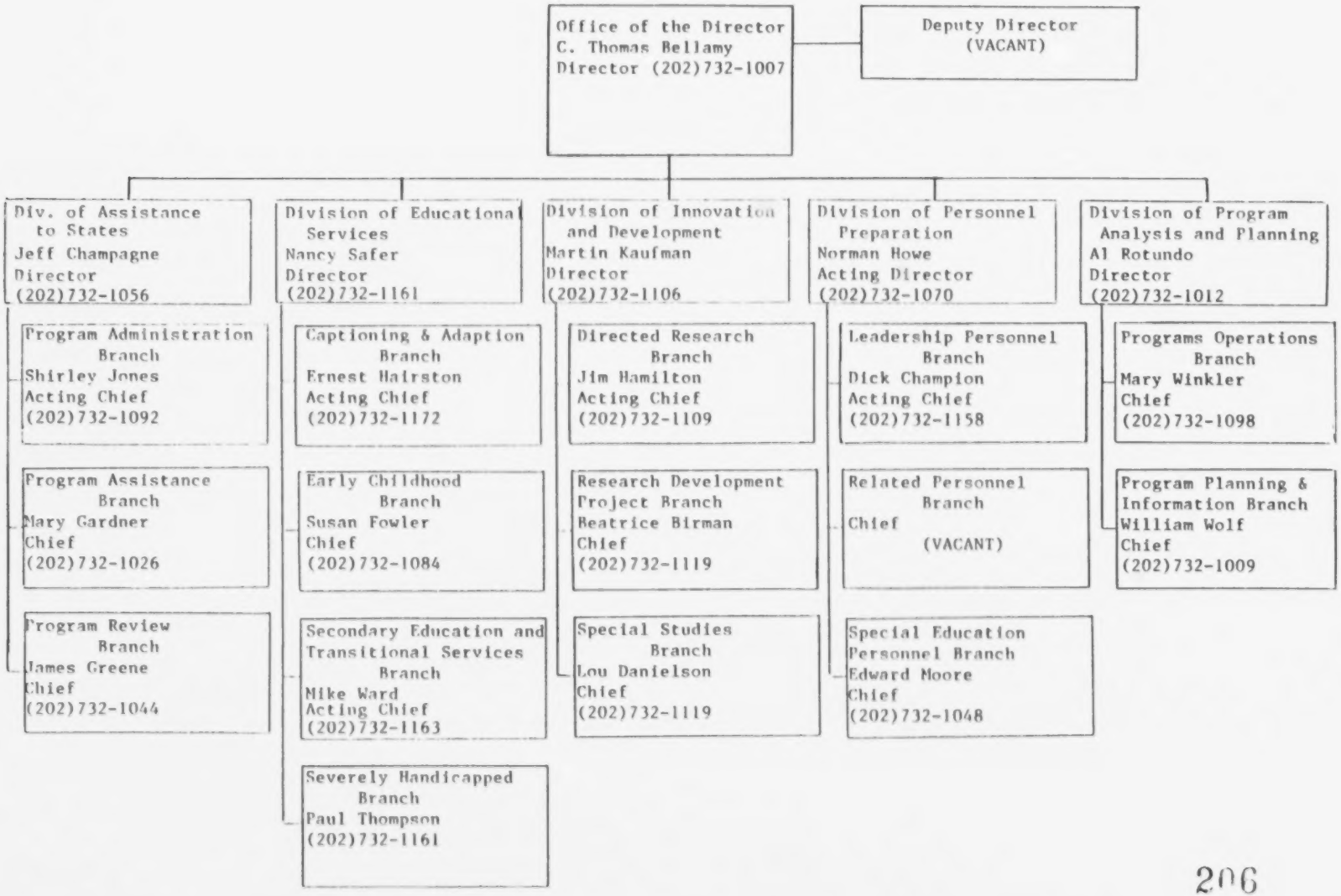

Figure 4

OSEP Program Information

Education of Handicapped Act Reference No.	U.S. Code Reference No.	Catalogue of Federal Domestic Assistance Reference No. 1988	Program Title	Division	Contact Person
Part Section	Section				
A/607	304	84.155	Removal Architectural Barriers	DAS	Sandy Brotman 732-1031
B	300	84.027	Assistance to States	DAS	Jeff Champagne 732-1056
B/618	327	84.159	Special Studies	DID	Lou Danielson 732-1119
B/619	301	84.178	Preschool Grants	DES	Nancy Treusch 732-1097
C/621	305	84.028	Regional Resource Ctrs	DAS	Mary Gardner 732-1026
C/622	307	84.025	Deaf-Blind Centers and Services	DES	Charles Freeman 732-1165
C/623	309	84.024	Early Ed Programs	DES	Susan Fowler 732-1084
C/624	315	84.086	Severely Handicapped Programs	DES	Paul Thompson 732-1161
C/625	338	84.078	Postsecondary Ed	DES	Joe Rosenstein 732-1176
C/626	326	84.158	Secondary & Transition	DES	Mike Ward 732-1163
D/631	318	84.029	Special Education Personnel Preparation	DPP	Ed Moore 732-1048
D/631	316 318	84.029	Training Related Personnel & Parents	DPP	Norm Howe 732-1080
D/632	319	84.029	Personnel Training-SEAs and IHEs	DPP	Frank King 732-1086
D/633	320	84.030	Clearinghouses	DES	Helene Corradino 732-1167
			Recruitment & Info	DPP	Angele Thomas 732-1100

Figure 4 (continued)

Education of Handicapped Act Reference No.	U.S. Code Reference No.	Catalogue of Federal Domestic Assistance Reference No. 1988	Program Title	Division	Contact Person
Part Section	Section				
E/641-644	324	84.023	Research & DEMOs	DID	Jim Hamilton 732-1110
F/651-653	330 331 332	84.026	Media Services, Research & Captioned Films	DES	Ernest Hairston 732-1172
G/661-662	333	84.180	Technology & Materials	DID	Judy Fein 732-1116
				DES	Ernest Hairston 732-1172
H	303	84.024	Infants & Toddlers	DES	Maryann McDermott 732-4278
N/A	302	84.009	State Operated Programs Chapter 1	DAS	Bill Tyrrell 732-1025
N/A	322	84.029	Teacher Training-Areas of Shortage	DPP	Doris Sutherland 732-1074

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

HEADQUARTERS STAFF

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Donald K. Erickson, Assistant Executive Director, Department of Information Services

Susan Gorin, Assistant Executive Director, Department of Member and Unit Services

Edward E. Gickling, Assistant Executive Director, Department of Professional Development

Bruce A. Ramirez, Special Assistant for Ethnic and Multicultural Concerns

CANADIAN COUNCIL FOR EXCEPTIONAL CHILDREN OFFICE

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K. Wayne Tompkins, Director, Canadian CEC Office

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Governor at Large
Office: 919/486-1586

Divisions of The Council for Exceptional Children

Within the structure of The Council for Exceptional Children (CEC), are 14 membership divisions. These special organizations concentrate on a particular exceptionality or unique aspect of special education. Divisions publish journals, newsletters, special publications and hold conferences and workshops. Only CEC members are eligible for membership.

Council of Administrators of Special Education (CASE)

1987-88 Officers

President:
Robert Van Dyke

President Elect:
Jasper W. Harris

Past President:
J. Howard Hinesley

Secretary:
George Holt

Treasurer:
Jack Freehill

Board of Governors Representative:
Gerald Reynaud

Governmental Relations Chair:
Joyce Barnes

Membership Chair:
Ken Bird

Subdivision Chair:
Ellen Bryant

Publications Chair:
Virginia Dixon

Executive Director & Newsletter Editor:
David Greenburg

Research:
Leonard Burrello

Canadian Representative:
Barry Lee

Professional Development:
William E. Johnson

Purpose of the Division

The Council of Administrators of Special Education is organized to promote professional leadership, to provide opportunity for study of problems common to its members, and to communicate through discussion and publications, information that will develop improved services for exceptional children.

Programs and Activities in 1987-88

CASE again sponsored an institute series with 1988 CASE Institutes on Local Special Education Program Evaluation in Chandler, Arizona, and

Tampa, Florida. For the first time, the division is cosponsoring a conference with Capitol Publications on June 27-28. "Putting Theory into Practice: Effective Strategies for Serving Students Who Are Severely Handicapped in the Least Restrictive Environment" will feature individuals known to the field through publications, roles in affecting public policy, and local practice.

Specifically, CASE represented local special education administrators on a task force to review the OSEP state monitoring process and on a working group on implementing the "regular education initiative."

Significant Accomplishments in Division's Field 1987-88

With CEC, the National Association of Private Schools for Exceptional Children (NAPSEC), and the National Association of State Directors of Special Education (NASDSE), CASE has instituted development of a document concerning the public and private school relationship in providing handicapped students with a free and appropriate public education in the least restrictive environment. The endeavor is a result of the earlier CEC/NAPSEC task force. Each of the participating organizations is expected to endorse the document, which focuses on positive relationships and responsibilities.

Periodical Publications, 1987-88

The division publishes two periodicals, CASE in Point and the CASE Newsletter for distribution to members of the division and other agencies and organizations with interests common to those of the CASE membership. CASE in Point contains articles pertinent to the development, improvement, and conduct of special education and related services and is published three times each year in the fall, winter, and spring. The CASE Newsletter contains division and legislative or regulatory information and other announcements and is published five times each year in September, November, January, March, and May. Copies of CASE in Point and of the CASE Newsletter are available from the CASE office.

Other Publications, 1987-88

1. Reflections on an Adversarial Process: The Confessions of a Special Education Hearing Officer by Donald M. Saken

2. Measuring Student Progress: Concepts and Emerging Practices by James E. Siantz and Leonard C. Burrello

Commissioned Paper Series:

1. "Conducting a Follow-up Study" by Susan Brody Hasazi, Marc Hull, and Lawrence Gordon

2. "Special Education Program Evaluation: An Overview" by John A. McLaughlin

3. "Quantitative vs. Qualitative Approaches to Quality Special Education Program Evaluation" by Les Harvath, Edith Beatty, and Ken Olsen

All are available from the CASE Research Committee, Education Building, Room 241, Indiana University, Bloomington, IN 47405.

Position Papers, 1987-88

CASE Information Dissemination Packets:

1. Local Interagency Councils for Preschool Handicapped Programs: An Effective Strategy to Implement the Mandate by Janet L. Morgan and William W. Swan.

2. Time Management for Educational Leaders by William W. Swan.

Information packets are available from: CASE Research Committee, Education Building, Room 241, Indiana University, Bloomington, IN 47405.

Goals and Special Projects for 1988-89

Planning for three special CASE division projects during the next year are currently underway. A fall conference cosponsored with Capitol Publications will address evaluating educational programs. Arrangements are underway for two 1989 CASE institutes on conflict resolution.

Officers, 1988-89

President:	Jasper W. Harris, Kansas City Public Schools, Missouri
President Elect:	Gerald Reynaud, Park Hill School District, Kansas City, Missouri
Past President:	Robert Van Dyke, South Metropolitan Association, Flossmoor, Illinois
Secretary:	George Holt, Gunnison, Colorado
Treasurer:	Jack Freehill, Appleton Area School District, Wisconsin
Board of Governors Representative:	Jack Collopy, Hamilton County Board of Education, Cincinnati, Ohio
Governmental Relations Chair:	Joyce Barnes, Granite School District, Salt Lake City, Utah

Publications Chair: and Journal Editor:	Virginia Dixon, San Bernardino County Schools, California
Subdivision Representative:	Joel Collopy, Santa Rosa County Schools, Milton, Florida
Executive Staff:	Jo Thomason, Albuquerque, New Mexico
Canadian Representative:	Barry Lee, Scarborough Board of Education, Ontario

Council for Children with Behavioral Disorders (CCBD)

1987-88 Officers

President:
Steve Forness

President Elect:
Lewis Polsgrove

Vice President:
Robert Rutherford

Secretary:
Jon Rosell

Treasurer:
Nancy George

Board of Governors Representative:
Eleanor Guetzloe

Governmental Relations Chair:
Reece Peterson

Membership Chair:
Lyndal Bullock

Journal Editor:
Frank Wood

Newsletter Editor:
Cynthia Warger

Publications Chair:
Mike Nelson

Members-at-Large:
Tom Reilly (General)
Barbara Harris (Minority)
Tesa Bunson (Student)

Nomination/Elections Chair:
Jack Schroeder

Purpose of the Division

Support development of exemplary services for children and adolescents with behavioral (or emotional) disorders; Establish communication among professionals (and parents) of such youngsters in local, state, and university programs; Promote teacher recruitment, training programs, and research for such youngsters; Support legislation for services; and Stimulate exchange of ideas among professionals concerned with behavioral or emotional disorders.

Programs and Activities in 1987-88

1. Cosponsored Annual TECBD Conference on Severe Behavioral Disorders of Children and Youth in Tempe, Arizona (November, 1987).

2. Cosponsored National Conference on Transitional Services for Troubled Youth in Lexington, Kentucky (May, 1988).

3. Participated in National Mental Health and Special Education Coalition (composed of 16 mental health and education associations which met four times this past year in the Washington, D.C. area to plan policy statements and advocacy plans for reauthorization of EHA, changes in SED terminology and definition, and related matters).

4. Awarded the first biennial CCBD Professional Practice Award (to Barbara Braaten of Minneapolis Public Schools) and awarded annual Carl Fenichel Memorial Lectureship Award (to Jacqueline Hawkins, University of Houston; Michael Brady, Faculty Advisor).

5. Commissioned List of CCDB Expert Witnesses (to be available to testify regarding legislation, court cases, etc., on behalf of children or youth with behavioral or emotional disorders.

6. Completed a Survey of Student CCBD Members' Interests.

7. Developed "CCBD Research Agenda" for CEC Division on Research.

Significant Accomplishments in Division's Field 1987-88

1. Supreme Court Case "Honig vs Doe" (Amicus brief filed by Disability Rights Education and Defense Foundation in consultation with CCBD) upheld illegality of school suspension for behaviors related to a child's handicap (i.e., behavioral disorders) without formal change in child's IEP or due process, under EHA provisions.

2. Three members of CCBD were coauthors on three of the four "position briefs" prepared by the National Mental Health and Special Education Coalition, which will serve as the basis for its legislative agenda for the next few years. (Identification: Steve Forness; Teacher Training: Kathy Zantal-Wiener; and Research: Peter Leone.)

3. U.S. Department of Education funded two major national research projects in behavioral disorders at University of Virginia (Jim Kauffman, P.I.) and Northern Illinois University (Mike Epstein, P.I.).

Periodical Publications, 1987-88

Journal: Behavioral Disorders, Volume 13 (numbers 1 through 4), Frank Wood, Editor. Available by subscription from CEC Headquarters.

Newsletter: CCBD Newsletter (issued four times annually with CCBD membership), Cynthia Warger, Editor.

Other Publications, 1987-88

Bases of Severe Behavioral Disorders of Children and Youth by R. B. Rutherford, C. M. Nelson, and S. R. Forness. 1986, College-Hill Division of Little Brown (Tenth Anniversary issue of this CCBD Monograph available from Little-Brown through toll-free number 800/343-9204, price $34.50).

Position Papers, 1987-88

1. Best Educational Practice and Assessment for Students with Behavioral Disorders: Accommodation to Cultural Diversity and Other Individual Differences by George Sugai.

2. Behavior Reduction Techniques for Children and Youth with Behavioral Disorders: Analysis of Issues and Recommendations for Professional Practice by Rich Simpson and Lewis Polsgrove.

3. School Discipline and Behaviorally Disordered Students by Reece Peterson and Sharon Huntze.

4. CCBD's Position Statement on the Regular Education Initiatives by Jim Kauffman and Sheldon Braaten.

Note that each of the above four papers has been approved for CCBD distribution but will be considered formally "issued" only when final publication appears in Behavioral Disorders. Copies of the above papers are currently available from Dr. Reece Peterson, Department of Special Education, 202 Barkeley Center, University of Nebraska, Lincoln, NE 68583.

Goals and Special Projects for 1988-89

Goals:

1. To study and improve the working conditions of teachers.

2. To define CCBD's response to proposals to revise the relationship between regular and special education.

3. To establish an information system for informing professionals of the findings of recent research and encouraging the application of those findings into practice.

Projects:

1. Draft Position Papers on Program Effectiveness Indicators, Teacher Certification, and Early Childhood.

2. Draft "white paper" on History of CCBD.

3. Study feasibility of permanent Canadian Member-at-Large (have currently appointed an ad-hoc Canadian member-at-large to draft changes to Constitution and By-Laws for this purpose).

4. Cosponsor National Adolescent Conference "Programming for the Developmental Needs of Adolescents with Behavioral Disorders IV," Chicago, September 22-24, 1988; and Annual TECBD Severe Behavior Disorders Conference, Tempe, Arizona, November 17-19, 1988.

5. Plan National Joint CEC-CCBD Topical Conference in North Carolina, September 1989.

6. Present first biennial CCBD Leadership Award.

Officers, 1988-89

President:	Lewis Polsgrove, Indiana University, Bloomington
President Elect:	Robert Rutherford, Arizona State University, Tempe
Vice President:	James Kauffman, University of Virginia, Charlottesville
Secretary:	Jon Rosell, Leavenworth County Special Education Cooperative, Leavenworth, Kansas
Treasurer:	Michael George, University of Oregon, Eugene
Board of Governors Representative:	Carl Smith, Buena Vista College, Storm Lake, Iowa
Governmental Relations Chair:	Reece Peterson, University of Nebraska, Lincoln
Journal Editor:	Frank Wood, University of Minnesota, Minneapolis
Newsletter Editor:	Cynthia Warger, National Association for Curriculum and Supervision, Alexandria, Virginia

Division for Research (CEC-DR)

1987-88 Officers

President:	Board of Governors Representative:
Sidney R. Miller	Michael Hardman

President Elect:
Dennis E. Mithaug

Secretary:
Susan S. Osborne

Treasurer:
Marjorie Montague

Governmental Relations Chair:
Dennis Mithaug

Membership Chair:
Les Sternberg

Newsletter Editor:
Don McKinney

Purpose of the Division

The promotion and support of research in the field of special education. Further, the division is promoting the translation and application of research findings into programs and services for handicapped individuals.

Programs and Activities in 1987-88

1. Development of a membership directory.
2. Research review of transition programs in the field.
3. Analysis of current division perspectives of CEC Divisions on the REI initiative.
4. Development of division monograph.

Periodical Publications, 1987-88

Quarterly newsletter (CEC-DR newsletter).

Goals and Special Projects for 1988-89

1. Establish a research program at CEC national convention for the division.
2. Publish the membership directory.
3. Publish a monograph.
4. Recognize outstanding researcher(s) in the field of special education.

Officers, 1988-89

President: Sidney R. Miller, Southern Illinois University at Carbondale, Illinois

President Elect and Pan Coordinator: Dennis E. Mithaug, University of Colorado, Colorado Springs

Secretary:	Susan S. Osborne, The University of North Carolina, Chapel Hill
Treasurer:	Marjorie Montague, University of Miami, Coral Gables, Florida
Board of Governors Representative:	Michael Hardman, University of Utah, Salt Lake City
Membership Chair:	Les Sternberg, Florida Atlantic University, Boca Raton
Newsletter Editor:	Don McKinney, The University of North Carolina, Chapel Hill

Division on Mental Retardation (CEC-MR)

President:
Edward Polloway

President Elect:
Larry Sargent

Vice President:
Scott Sparks

Secretary:
Roberta Weaver

Treasurer:
Jim Patton

Board of Governors
Representative:
Pamela Gillet

Governmental Relations Chair:
Edward Polloway
Offa Lou Jenkins

Membership Chair:
Gloria Smith

Journal Editor:
Stan Zucker

Newsletter Editor:
Linda Mandlebaum

Executive Secretary:
John Kidd

Purpose of the Division

As stated in its constitution, the purposes are: "To advance the education and general welfare of individuals with mental retardation, research in the education of persons with mental retardation, competency of educators engaged in this field, public understanding of mental retardation, and legislation needed to help accomplish these goals.... (and to) encourage and promote professional growth, research, and dissemination of research findings."

Programs and Activities in 1987-88

1. Celebrated Silver Anniversary of the Division.

2. Planned and implemented an international conference entitled "Mental Retardation: Emerging Challenges for the Future" in Honolulu, Hawaii.

3. Sponsored Silver Anniversary Luncheon at the CEC convention in Washington, D.C.

Periodical Publications, 1987-88

Journal: Education and Training in Mental Retardation (quarterly journal), Stanley Zucker, Editor, available from CEC.

Newsletter: CEC-MReport, the Division's newsletter, was published twice during 1987-88, Linda Mandlebaum, Editor.

Goals and Special Projects for 1988-89

1. To publish the proceedings of the Honolulu conference.

2. To plan the mid-year meeting for Wintergreen, Virginia in October.

3. To explore alternative ideas for manuscripts to be published as monographs by the Division.

4. To begin planning for the Division's second conference, tentatively scheduled for Iowa in the fall of 1989.

5. To continue to enhance the development of the Division's newsletter.

6. To promote international memberships.

7. To become more active in the areas of research, legislation, liaison with other organizations, and the addressing of critical issues.

Officers, 1988-89

President:	Larry Sargent, Smouse School, DeMoines, Iowa
President Elect:	Scott Sparks, Ohio University, New Marshfield
Vice President:	Linda Mandlebaum, Bowling Green State University, Ohio
Secretary:	Roberta Weaver, University of Dayton, Ohio

Treasurer:	Darlene Perner, Department of Education, Fredericton, New Brunswick, Canada
Board of Governors Representative:	Pamela Gillet, Special School Cooperative, Palatine, Illinois
Governmental Relations Chair:	Linda Mandlebaum, Bowling Green State University, Ohio
Journal Editor:	Stan Zucker, Arizona State University, Tempe
Newsletter Editor:	William Berdine, University of Kentucky, Lexington
Executive Secretary:	John W. Kidd, Springfield, Missouri

Council for Educational Diagnostic Services (CEDS)

1987-88 Officers

President: Frederica Blausten	Governmental Relations Chair: Carol C. Johnson
President Elect: Charles L. Nicholson	Membership Chair: G. Frank Elrod
Vice President: Barbara Russell	Subdivision Chair: Don Bartels
Secretary: Maurice Miller	Journal Editor: Ron Eaves
Treasurer: Lamoine Miller	Newsletter Editor: William A. Horn
Board of Governors Representative: James Poteet	Constitution/By Laws: Trudy Erwin

Purpose of the Division:

To promote the most appropriate education of children and youth through appraisal, diagnosis, educational intervention, implementation, and continuous evaluation of a prescribed educational program.

To facilitate the integration of services offered by educational diagnosticians, psychologists, social workers, physicians, and/or other disciplines.

To work for more adequate programs of recruitment, education, and certification of personnel involved in diagnostic and prescriptive programs for children and youth.

To promote research that encourages the evolvement of more efficient diagnostic instruments, practices, and techniques which will lead to a better understanding of the relationship between educational needs and educational practices.

Periodical Publications, 1987-88

Journal: Diagnostique, four times per year, Ron Eaves, Editor.

Newsletter: Four times per year, William A. Horn, Editor.

Officers, 1988-89

President:	Charles L. Nicholson, North Carolina Central University, Durham
President Elect:	Barbara Russell, Morehead State University, Kentucky
Vice President:	Sonja Clary, National College of Education, Evanston, Illinois
Secretary:	Maurice Miller, Indiana State University, Terre Haute
Treasurer:	Nelda Slate, New Mexico University, Las Cruces
Board of Governors Representative:	William A. Horn, Ozark, Alabama
Governmental Relations Chair:	Carol C. Johnson, Washington, D.C.
Journal Editor:	Ron Eaves, Auburn University, Alabama
Newsletter Editor:	Polly Thomas, Louisiana Department of Public Instruction, Baton Rouge

Division for Children with Communication Disorders (DCCD)

1987-88 Officers

President:
Lee K. Snyder-McLean

President Elect:
John E. Bernthal

Vice President:
Julie Reichman

Secretary:
Betty R. Schultze

Treasurer:
Robert R. Shearer

Board of Governors Representative:
Katharine G. Butler

Governmental Relations Chair:
Thomas J. O'Toole

Membership Chair:
Richard Nowell

Journal Editor:
Brian Shulman

Newsletter Editor:
Lee K. Snyder-McLean

Purpose of the Division

The Division for Children with Communication Disorders (DCCD) is an interdisciplinary organization. DCCD is an international organization dedicated to:

1. Improving the education and welfare of communicatively handicapped students through integration of the multidisciplinary efforts currently directed toward the varied problems exhibited by these children.

2. Disseminating information and encouragement of research and training.

3. Cooperating with other agencies and organizations.

Programs and Activities in 1987-88

1. Sponsored sessions on language learning disabilities, hearing impairment, augmentative and nonverbal communication for the severely handicapped, speech therapy and language intervention for preschool children at CEC annual convention.

2. Published special issue of JCCD which focused on consultant model for delivery of speech-language services in the schools.

Significant Accomplishments in Division's Field 1987-88

1. P.L. 99-457.

2. Report of the Special Commission on the Deaf.

3. "REI" initiative and organized response to same by professional associations including the NJCLD.

4. Consideration by Congress of establishment of new Institute on Communication Disorders within NIH.

5. Selection of deaf president of Gallaudet University.

Periodical Publications, 1987-88

Journal: Journal of Childhood Communication Disorders, two times per year, Brian B. Shulman, Editor.

Newsletter: DCCD Newsletter, two times per year, Chad Nye, Editor.

Both are available from CEC.

Position Papers, 1987-88

As a member organization of the National Joint Committee on Learning Disabilities, the Division participated in development of the position paper: Issues in Learning Disabilities: Assessment and Diagnosis," to be published in the Journal of Learning Disabilities.

Goals and Special Projects for 1988-89

1. Improve services to DCCD members through continued development of the DCCD publications program, convention and symposium activities, liaison with other organizations, committee work, counselor activity, and political action.

2. Increase the image, size, visibility, and influence of DCCD.

3. Implement recently developed Board recommendations for restructuring the Division to recognize four major areas of focus: (a) Communication Delays and Disorders in Children with Hearing Impairments; (b) Communication Delays and Disorders in Infants, Toddlers, and Preschool Children; (c) Speech and Language/Learning Disabilities in Children; and (d) Communication Disorders in Children with Severe/Multiple Handicaps.

4. Improve the financial standing of the Division.

Officers, 1988-89

President:	John E. Bernthal, University of Nebraska, Lincoln
President Elec[illegible]	Julie Reichman, University of Arizona, Tucson

Vice President:	Lynn Hatfield, Victoria County Board of Education, Lindsay, Ontario
Secretary:	Betty R. Schultze, Harris-Stowe State College, St. Louis, Missouri
Treasurer:	Arthur H. Schwartz, Cleveland State University, Ohio
Board of Governors Representative:	Katharine G. Butler, Syracuse University, New York
Governmental Relations Chair:	Thomas J. O'Toole, Gaithersburg, Maryland
Journal Editor:	Brian Shulman, University of South Alabama, Mobile
Newsletter Editor:	Chad Nye, Northern Arizona University, Flagstaff

Division on Career Development (DCD)

1987-88 Officers

President:
Sharon Field

President Elect:
Jane Razeghi

Vice President:
Gary Meers

Past President:
M. Leroy Reynolds

Secretary:
Deborah Taylor

Treasurer:
Pat Sitlington

Board of Governors Representative:
Merry Maitre

Membership Chair:
June Robinson

Subdivision Chair:
Barbara Day

Journal Editor:
Paul Retish

Newsletter Editor:
Kathleen Gruenhagen

Canadian Representative:
Bruce Barnes

Eastern Representative:
Dianne Berkelly

Western Representation:
Fred Bieck

Governmental Relations Chair:
Larry Masat

Student Representative:
Beth Johnson

Historian:
Joann Balmer

Purpose of the Division

The primary purpose of this organization is to promote the career development of exceptional children, youth, and adults in order to bring about effective programs of career awareness, exploration, preparation, and assimilation for exceptional individuals from early childhood through adulthood.

Programs and Activities in 1987-88

1. Held the Fourth International Conference on Career Development, October 8-10, 1987, Nashville, Tennessee.

2. Conducted a leadership training session for DCD state subdivision officers in conjunction with the CEC annual convention in Washington, D.C.

3. Hosted a student breakfast at the CEC annual convention in Washington, D.C.

4. Developed a position paper on Special Education's Responsibility to Adults with Disabilities, and, in cooperation with The Association for the Gifted, developed a paper on Career Development for Gifted and Talented Youth.

5. Presented the Marc Gold Award to the Supported Work Program of Greenville County, South Carolina.

Significant Accomplishments in Division's Field 1987-88

1. The continuation of a strong emphasis on the transition of handicapped youth from school to work by federal, state, and local education agencies.

2. Initial work was begun on the authorization of the Carl Perkins Act.

3. Publication of the DCD position statement on transition.

Periodical Publications, 1987-88

Journal: Career Development for Exceptional Individuals, published twice yearly in the spring and fall, Paul Retish, Editor. Available from CEC headquarters.

Newsletter: DCD News, published four times a year in September, December, March, and June, Kathleen Gruenhagen, Editor. Available from Editor, P.O. Box 1573, Toccoa, GA 30577.

Other Publications, 1987-88

The Transition of Youth with Disabilities to Adult Life: A Position Statement. Available from 1987-88 Publications Chair Laura Mohr, P.O. Box 981, Easley, SC 29641.

Position Papers, 1987-88

1. Position statement on Career Development by C. J. Kokaska.

2. DCD position paper on Career/Vocational Assessment by P. L. Sitlington, D. E. Brolin, G. M. Clark, and J. M. Vacanti.

3. The Transition of Youth with Disabilities to Adult Life: A position statement of the Division on Career Development by J. Razeghi, C. Kokaska, K. Gruenhagen, and G. Fair.

4. Position paper on Special Education's Responsibility to Adults with Handicaps by D. E. Brolin, M. L. Reynolds, I. D. Cook, M. Maitre, N. Haring, and K. Gruenhagen.

Goals and Special Projects for 1988-89

1. To assist federal, state, and local education agencies in developing and implementing a plan which enables students of all disabilities (mild to severe) to not just become "prepared for employment," but which also ensures that students

   - o Will experience either a variety of "employment" situations and/or a final placement prior to their formal exit from the school system--or

   - o Ensures that an age appropriate "follow-up" service is made available to provide the necessary skills and experiences.

2. To encourage federal, state, and local legislation which:

   - o Will ensure that age appropriate adult services, such as supported employment opportunities, employment skills, and/or independent living skills are available for students who exit the public school system; as well as,

   - o Will continue in the reauthorization of the vocational educational act, to provide the setasides, services, and beneficial language for handicapped students that presently exists in the Carl D. Perkins Vocational Education Act.

3. To support the DCD Regional Conference on Career Development in Greenbriar, West Virginia, November 3, 4, and 5, 1988.

4. To increase the number of DCD state and Canadian unit subdivisions, as well as provide them with support and assistance.

5. To increase student involvement in DCD.

6. To strengthen relationships with other CEC divisions, other key national organizations, and increase DCD's international activities and membership.

Officers, 1988-89

President:	Jane Razeghi, Fairfax County Public Schools, Virginia
President Elect:	Gary Meers, University of Nebraska-Lincoln, Lincoln
Vice President:	Pat Sitlington, Iowa Department of Education, Des Moines
Secretary:	Deborah Taylor, Loess Hills Area Education Agency 13, Glenwood, Iowa
Treasurer:	Rebecca Jackson, JobCenter, Inc., Louisville, Kentucky
Board of Governors Representative:	June Robinson, National Archives, Washington, D.C.
Governmental Relations Chair:	Larry Masat, Graydon Manor, Leesburg, Virginia
Journal Editor:	Bruno D'Alonzo, Louisiana Tech University, Ruston
Newsletter Editor:	Kathleen Gruenhagen, North Georgia State College, Toccoa

Division for Early Childhood (DEC)

1987-88 Officers

President:
Corinne W. Garland

Journal Editor:
Merle Karnes

President Elect:
Carl J. Dunst

Vice President:
Crystal Kaiser

Secretary:
Peggy Stephens

Treasurer:
Gordon Williamson

Board of Governors
Representative:
Katie McCarten

Governmental Relations Chair:
Barbara J. Smith

Membership Chair:
Paula Beckman

Newsletter Editor:
Jeanette McCollum

Conference Chair:
Barbara J. Smith

Marketing and Subscription:
Mary McLean

PAN Coordinator:
Debbie Ziegler

Subdivision Chair:
Rosemary Miller

Research:
Samuel L. Odom

Student Representatives:
Mary-Alayne Hughes
Patti McKenna

Purpose of the Division

DEC promotes services, including special education, for young children with special needs, and their families, and offers professional development to its members to keep them informed about recent research findings and current information in early childhood. DEC provides members with a quarterly newsletter, with a journal three times a year, and sponsors an annual national conference.

Programs and Activities in 1987-88

1. Sponsored 4th National Early Childhood Conference (November 1987) in Denver, Colorado.

2. Journal publication (4).

3. Newsletter publication (4).

4. Book publication in collaboration with CEC (2).

5. Input on P.L. 99-457 regulations in collaboration with CEC Governmental Relations staff.

Significant Accomplishments in Division's Field 1987-88

1. P.L. 99-457 regulations published and DEC comments made.

2. Federal legislation proposed on a national child care act; DEC monitored its development.

3. DEC monitored federal funding for early childhood.

Periodical Publications, 1987-88

Journal: Journal of the Division for Early Childhood, four times per year, Merle Karnes, Editor. The Interstate Printers and Publishers, Jackson at Van Buren, Danville, IL 61832.

Newsletter: The Communicator, four times per year, Jeanette McCollum, Editor. University of Illinois at Urbana-Champaign, Department of Special Education, 1310 South 6th Street, Champaign, IL 61820.

Other Publications, 1987-88

Early Intervention for Infants and Children with Handicaps: An Empirical Base, Samuel L. Odom and Merle B. Karnes, Editors. Paul H. Brookes Publishing Co., Baltimore, MD, 1988.

Early Childhood Special Education: Birth to Three, June B. Jordan, James J. Gallagher, Patricia L. Hutinger, and Merle B. Karnes, Editors, 1988. Available from CEC.

Two white papers were published by the Division to assist the field in the implementation of P.L. 99-457:

1. Case Management by Garland, Woodruff, and Buck.

2. Least Restrictive Environment and Social Integration by Odom and McLean.

A third, dealing with eligibility criteria (Ziegler) is in progress. These are available in single copies from CEC. Copying is encouraged.

Goals and Special Projects for 1988-89

1. National Early Childhood Conference, Opryland, Tennessee, November 12-14, 1988.

2. Continued development of "white papers" addressing issues critical to implementation of P.L. 99-457.

3. Continued exploration of role of families in Division activity.

Officers, 1988-89

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Journal Editor:	Samuel L. Odom, Peabody College of Vanderbilt University, Nashville, Tennessee
Newsletter Editor:	Jeanette McCollum, University of Illinois at Urbana-Champaign, Champaign

The Division for Learning Disabilities (DLD)

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Journal Editor:
LDR - Kenneth A. Kavale
LDF - Susan A. Vogel

Newsletter Editor:
Kate Garnett

Publications:
Candace Bos

Research:
G. Reid Lyon

Purpose of the Division

1. To promote the education and general welfare of persons with learning disabilities.

2. To provide a forum for discussion of issues facing the field of learning disabilities.

3. To encourage interaction among the many disciplinary groups whose research and service efforts impact the learning disabled.

Periodical Publications, 1987-88

Journal: Learning Disability Focus, twice each year, Susan A. Vogel, Editor.

Journal: Learning Disability Research, twice each year, Kenneth A. Kavale, Editor.

Newsletter: DLD Times, three times each year, Kate Garnett, Editor.

Other Publications, 1987-88

Research in Learning Disabilities: Issues and Future Directions, Sharon Vaughn and Candace Bos, Editors. College Hill Press, 1987, 277 pages.

Goals and Special Projects for 1988-89

1. Intervention Symposium in November, 1988, Purdue University.

2. Publish a book from the intervention symposium.

3. Conduct a systematic evaluation of DLD journals and newsletter.

Officers, 1988-89

President:	Jeanette Fleischner, Columbia University, New York
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Division for Physically Handicapped (DPH)

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Peter Kopriva

Newsletter Editor:
Sherry Best

Student Representative:
Lannette Burns-Green

Purpose of the Division

1. Quality education for all individuals with physical disabilities.

2. A close professional relationship among personnel involved in educational programs for children and youth who are physically handicapped and who may or may not have other handicapping conditions.

3. An avenue of communication through a Journal and Newsletter.

4. Appropriate programs of teacher recruitment, education, and certification.

5. Professional standards.

6. Effective legislation.

7. CEC as set forth in the constitution and bylaws of that organization.

Programs and Activities in 1987-88

1. DPH hosted 20 program sessions for educators of the physically handicapped during the annual CEC International Convention.

2. At the Washington, D.C. convention, over 60 members and colleagues attended the 5th annual DPH Breakfast. Dr. Sara Conlon, United States Department of Education, was guest speaker.
3. Plans were finalized for a second DPH symposium to be held during the Canadian Council for Exceptional Children Congress, October 13-16, 1988, Vancouver, British Columbia.

Periodical Publications, 1987-88

Journal: DPH Journal, four times per year, Peter Kopriva, Editor.

Newsletter: DPH Newsletter, Sherry Best, Editor.

Both available from CEC.

Other Publications, 1987-88

Education of Physically Handicapped and Health Impaired Individuals: A Declaration of Intent, Frances Connor, Jane Scandary, and Deborah Tullock. Available from CEC.

Goals and Special Projects for 1988-89

DPH is hosting a Symposium on Physical Disabilities in Vancouver, British Columbia, October 13-15, 1988. A similar symposia, which is directed to new field-based professionals in the physical handicapped area, is scheduled for Colorado in 1990.

Officers, 1988-89

President:	John Venn, University of North Florida, Jacksonville
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Division for the Visually Handicapped (DVH)

1987-88 Officers

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Purpose of the Division

1. To advance the education of children and youth with visual handicaps that impede educational progress.

2. To facilitate an understanding of the physical, cognitive, social, and emotional needs of visually handicapped children and youth.

3. To promote professional growth through research and subsequent dissemination activities such as conferences, symposia, and publications sponsored by DVH with CEC and the other Divisions of CEC.

4. To investigate new instructional strategies or techniques and to disseminate findings to the field.

5. To serve as advocates on behalf of visually handicapped children and youth.

6. To develop standards and guidelines for professional programs.

7. To inform membership on current issues related to legislation and congressional appropriations.

Periodical Publications, 1987-88

Newsletter: The DVH Quarterly, Sharon Speaks-Seeling, Editor, 1013 W. 104th Street, Bloomington, MN 55431.

Goals and Special Projects for 1988-89

1. The DVH Quarterly presents current developments and practices in the field, political action updates, conferences and meeting dates, and news of DVH activities. The Division will investigate options for reformatting this quarterly publication to allow expansion of its content.

2. The Division will also explore ideas for joint symposia or conferences with the other low-incidence Divisions of CEC. In addition to decisions concerning the Division's participation in such an event, options concerning the topic, dates, and location will be researched.

3. The Division will pursue, with other CEC Divisions, a joint publication to focus on low-incidence topics.

4. DVH will aggressively recruit new members this year through a variety of activities. There are a number of special educators and other professionals who work with visually handicapped children in a variety of settings. DVH's publications and services can enhance their knowledge and expertise.

Officers, 1988-89

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The Association for the Gifted (TAG)

1987-88 Officers

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Beverly Parke

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Journal Editor:
James J. Gallagher

Membership Chair:
Jerry Flack

Purpose of the Division

1. Promoting an understanding about gifted and talented students and their educational needs among educators, parents, and the lay public.

2. Communicating information about the latest issues and trends in the field of education of the gifted and talented.

3. Advocating policies that promote supportive legislation and funding for the gifted and talented at the federal, state and local level.

4. Disseminating information on education of the gifted and talented to all interested parties.

5. Expanding the existing knowledge base about gifted and talented students and their needs.

Programs and Activities in 1987-88

TAG sponsored a symposium on March 28, 1988, in Washington, D.C., to continue developing standards for the ideal gifted program. The symposium was built around the findings of a previous TAG symposium published as First Steps--an examination of assessment, program structure, curricular content, and personnel in gifted education.

Significant Accomplishments in Division's Field 1987-88

Federal legislation for advancing the education of gifted and talented students was passed and $7.9 million in funding was secured.

Periodical Publications, 1987-88

Journal: Journal for the Education of the Gifted, quarterly, James J. Gallagher, Editor. Frank Porter Graham Center, University of North Carolina, Chapel Hill, NC 27514.

Newsletter: TAG Update, quarterly, Jan Yoder, Editor. Mississippi Bend AEA, 729-21st St., Bettendorf, IA 52722.

Goals and Special Projects for 1988-89

1. Publish the results of Symposium II, held in Washington, D.C.

2. Conduct a third symposium in conjunction with the CEC convention in San Francisco.

3. Publish a fast-back series on important topics in the field.

Officers, 1988-89

President:	James Alvino, Gifted Children Monthly, Sewell, New Jersey
Vice President:	Beverly Parke, Wayne State University , Detroit, Michigan
Secretary:	Patricia O'Connell Ross, The Johns Hopkins University, Baltimore, Maryland
Treasurer:	Mary K. Tallent, Texas Tech University, Lubbock
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Governor-at-Large:	June Cox, Gifted Students Institute, Fort Worth, Texas
Governor-at-Large:	Reva Jenkins-Friedman, University of Kansas, Lawrence
Governor-at-Large:	Jerry Flack, University of Colorado, Colorado Springs
Governor-at-Large:	Gail Hanninen, Programs for the Gifted, Olympia, Washington
Journal Editor:	James J. Gallagher, University of North Carolina, Chapel Hill
Newsletter Editor:	Jan Yoder, Mississippi Bend AEA, Bettendorf, Iowa

Technology and Media Division (TAM)

1987-88 Officers

President: Marion Panyan	Governmental Relations Chair: Jeff Hummel
President-Elect: Ted Hasselbring	Membership Chair: Linda Davies

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Joel Mittler

Subdivision Chair:
Linda Davies

Secretary:
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Journal Editor:
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Purpose of the Division

1. To promote a professional relationship among educators and other personnel concerned with the uses of technology and media with exceptional individuals.

2. To encourage the development of new applications, technologies, and media which will benefit the lives of exceptional individuals.

3. To disseminate relevant and timely information about the development and application of technology and media through professional meetings, training programs, and publications.

4. To initiate and/or cooperate with education and government agencies and with business and industry in research, demonstration, review and validation, and other professional studies.

5. To develop and advance standards for the use of technology and media with exceptional individuals.

6. To provide technical assistance to persons who work with exceptional individuals to employ technology and media.

7. To identify the training needs of special educators and the resources required to meet those needs required.

8. To support, monitor, and disseminate research on the applications of technology with handicapped individuals.

9. To advocate for funds and policies that support the availability and the use of technology in the lives of exceptional individuals.

10. To actively work as a member division of CEC to promote the activities, policies and procedures of the organization.

11. To provide support to other CEC Divisions in the area of technology and media.

Programs and Activities in 1987-88

1. Annual conference, Baltimore, Maryland, January 1988.
2. Membership recruitment drive.
3. Subdivision development drive.
4. Increased quality of publications.
5. International CEC professional sessions.
6. Worked cooperatively with CEC to develop technology related assistance legislation with House and Senate.
7. Provided expert testimony to Senate Subcommittee on Handicapped related to Technology Related Assistance bill.
8. Developed and printed recruitment brochure.
9. Established liaisons with other professional organizations employing technology to assist persons with handicaps.
10. Developed position paper on technology teaching competencies.
11. Developed draft on technology teaching certification standards.

Significant Accomplishments in Division's Field 1987-88

The Division worked with CEC to develop and deliver testimony for the Technology Related Assistance Bill currently before the Congress.

Periodical Publications, 1987-88

Journal: Journal of Special Education Technology, quarterly, Herbert Rieth, Editor, Peabody College of Vanderbilt University, Box 328, Nashville, TN 37203.

Newsletter: Three times per year, Mary Lou Miller, Editor, 208 Willowood Drive, Rochester, NY 14612.

Goals and Special Projects for 1988-89

1. Membership recruitment.
2. Develop additional subdivisions.
3. Research and development leadership.
4. Joint conference with CEC.
5. Lobby for Technology Related Assistance Bill.

Officers, 1987-88

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Teacher Education Division (TED)

1987-88 Officers

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Purpose of the Division

The primary purpose of the Teacher Education Division is to stimulate and actively assist in the development and improvement of programs of preparation for teachers and others who serve exceptional children. TED also encourages and stimulates the development and improvement of research relating to the understanding of and services to exceptional children, with special emphasis on teacher education. To further these purposes TED interacts with CEC and its Divisions and other appropriate organizations and offers assistance to subdivisions and federations.

Programs and Activities in 1987-88

1. One-day conference on the National Inquiry into the Future of Education for Students with Special Needs. Judy Smith-Davis organized this conference.

2. Tenth Annual TED Conference--"General and Special Education: Reexamining the Relationship," November 12-14, 1987. Sara Conlon and Barbara Given were chairpersons for the conference.

3. CEC-NCATE training session on the preparation of folios on special education programs. Kayte Fearn organized and provided the training.

4. TED RETOOL Project on Microcomputer Technology provided training to professors of special education in several sections of the country. Elizabeth Byrom is director of this project.

5. TED continued its ongoing program of awards to individuals who have made significant contributions to the preparation of special educators. This year's recipient of the TED/Merrill Award for Excellence in Teacher Education was A. Edward Blackhurst. Horace Mann was selected to be the first recipient of a TED Distinguished Service Award. Preston Feden and Gary Clabaugh were recipients of the TED Publication Award for their article, "The 'New Breed' Educator: A Rationale and Program for Combining Elementary and Special Education Teacher Preparation."

6. TED organized a strand on "New Directions" at the 1988 CEC convention. Judy Smith-Davis coordinated this activity.

7. A Special Interest Group for adaptive physical educators was authorized during the past year.

Significant Accomplishments in Division's Field 1987-88

1. TED completed work on policies, procedures, and guidelines for issuing awards.

2. Work on TED's archives was completed.

3. Procedures for preparing position papers and position statements were approved.

4. The Council for Exceptional Children implemented new guidelines for approval of personnel preparation programs in special education.

5. Proposed regulations for P.L. 99-457 were issued by the U.S. Department of Education.

6. The Professional Standards Committee of The Council for Exceptional Children approved Recommendations for Criteria for Certification.

Periodical Publications, 1987-88

Journal: Teacher Education and Special Education, quarterly, Mary McNeil and Jacqueline Thousand, Editors. Available from CEC.

Newsletter: TED Newsletter, three times per year, Christine Cheney, Editor. Available from editor.

Other Publications, 1987-88

1. National Directory of Special Education Personnel Preparation Programs, 1987 Edition, A. E. Blackhurst, L. Doty, W. L. Geiger, P. Lauritzen, S. R. Lloyd, and P. Smith.

   Available from National Information Center for Children and Youth with Handicaps, P.O. Box 1492, Washington, DC 20013.

2. Through its nonprofit corporation, Dissemin/Action, TED continues to make available for purchase:

   The Baseline Book

   The Consultation Collection

   Higher Education Practices

   An Analysis of the "Plan of Operation" and "Quality of Key Personnel" Criteria in Grant Applications Under Training Personnel for Education of the Handicapped

   The Grant Cycle: From Program Announcement to Final Decision and the Importance of the Needs Statement and an Analysis of the "Extent of Need" Criterion in Grant Applications Under Training Personnel for the Education of the Handicapped.

The latter two papers are coauthored by Doris Sutherland and M. Angele Thomas.

Books and papers are available from Dissemin/Action, 9618 Percussion Way, Vienna, VA 22180.

Goals and Special Projects for 1988-89

1. The Eleventh Annual TED Conference is scheduled for November 9-11, in Salt Lake City, Utah. The theme for this year's Conference is Directions in Special Education: Bridging Boundaries and Sharing Visions.

2. TED and the Division for Early Childhood (DEC) are collaborating on the preparation of a paper on personnel standards in early childhood special education.

3. TED has appointed an Ad Hoc Task Force on Issues Related to Certification and Personnel Development. This group will compile existing sets of competencies for the preparation of special education teachers, refine these collections, and validate them. The validated competencies can serve as knowledge bases in special education and, subsequently, can be used as standards for the approval of personnel preparation programs and the development of guidelines for credentialing practitioners. TED will seek assistance and collaboration from other Divisions and organizations in this ambitious activity.

4. TED's Task Force on CEC-NCATE standards and guidelines will complete recommendations on guidelines for evaluating teacher education doctoral programs and will review the procedures and guidelines CEC is presently using to evaluate special education teacher preparation programs.

5. TED will bestow its first Distinguished Service Award on Hank Mann, State University College at Buffalo. Susan and William Stainback will be presented TED's annual Publications Award. The 1989 TED/Merrill Award for Excellence in Teacher Education will be presented to an outstanding teacher educator.

6. The second revision/update of TED's National Directory of Special Education Personnel Preparation Programs will be undertaken in 1988-1989 in collaboration with CEC and the National Clearinghouse on Careers and Employment in Special Education. The next edition of the Directory will be published and distributed in 1990.

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The Canadian Council for Exceptional Children
Executive Committee and Board of Directors

1987-1988

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